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AUTHOR Morrison, Betty Mae; And Others
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ABSTRACT

The primary purpose of the Joint Hampton-Michigan program was to train 15 post-doctoral minority and women faculty members from the Hampton Institute (Virginia) and the University of Michigan in educational research skills. A secondary purpose was to investigate the effectiveness of several models through which the researchers were trained. The three models consisted of: (1) a dyad composed of a Hampton Institute junior faculty member and a University of Michigan senior faculty member; (2) a triad with a Hampton Institute junior faculty member, a University of Michigan senior faculty member, and a University of Michigan doctoral student; and (3) a triad composed of a Hampton Institute junior faculty member and University of Michigan senior and junior faculty members. Questionnaires, participant logs, and interviews were used to evaluate the program. It was noted that the dyads tended to become triads, through merging with other groups or by involving other staff members or graduate students. The triads were found to enhance a collegial, rather than a tutorial, relationship among participants. A major difficulty throughout the program was time restraints, especially for the Hampton Institute faculty, who had more duties than the other participants. Peer support emerged as an important success factor for the participants, who profited from the opportunity to interact with peers outside their specialization. Conference presentations, published articles, and dissertations were among the results of the program and are described in this report. (FG)

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FINAL REPORT

VOLUME I OF II VOLUMES

JOINT HAMPTON-MICHIGAN PROGRAM FOR TRAINING MINORITY AND WOMEN RESEARCHERS

National Institute of Education Project No. 8-1154

Betty Mae Morrison
Wilbert J. McKeachie
Ronald L. Braithwaite
Carolyn M. Jagacinski
Caroline M. Kaczala

School of Education
The University of Michigan
Ann Arbor
Michigan 48109

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August, 1980

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Our Advisory Committee, Carolyne Davis, Associate Vice-President for Inter-School and Intra-Collegiate Programs; Richard English, Associate Vice-President for Academic Services; Joan Stark, Dean, School of Education; and Alfred Sussman, Acting Vice-President for Academic Affairs, played an important role in selection of the applications and in our sense of high level support from the administration of The University of Michigan.

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Chapter I

Introduction

The Joint Hampton-Michigan Project was designed to achieve important goals for both institutions.

For The University of Michigan, the goals involved important training objectives both for students and junior faculty members of the University and for senior faculty members.

The University of Michigan trains large numbers of minority group students and women in Michigan. Over the years Michigan has been one of the leading sources of doctorally trained minority and women researchers in education. Nevertheless, most University of Michigan faculty members have had relatively little experience in the sorts of situations where many of their former students teach and do research. Thus we believed that The University of Michigan faculty would benefit from an opportunity to have more extensive contact with faculty members teaching in a smaller college, particularly one that is predominantly black. For graduate students and junior faculty members at The University of Michigan, the project represented an opportunity to get small but important support, both <u>for</u> financial aspects of research, but more important <u>from</u> other young researchers and <u>from</u> experienced older researchers.

For Hampton Institute, the project represented an opportunity to work closely with a group of senior researchers who could be helpful in keeping them in touch with current developments in theory and methodology and could be supportive in providing reactions to research interests which might not be shared by other faculty members in the smaller group of colleagues at Hampton Institute. Moreover, we hoped that the project would provide an opportunity for the Hampton participants to develop among their group at Hampton a sense of cooperation and team spirit that would be supportive not only during the project but in the months and years following the project.

In addition to the goals related to the specific values for the participants in the project, we were interested in exploring the advantages of two models of training. The traditional model of research training is a mentor-apprentice model, typified by a doctoral dissertation chairman working with a graduate student. We hoped that this project would give us an opportunity to compare the effectiveness of such an arrangement with that of a team approach in which more than one junior faculty member or graduate student worked with a senior researcher and where there was a greater opportunity for co-equal participation among the junior researchers and their senior colleague. In addition, we planned to compare teams involving only junior faculty members with teams including one graduate student.

We also hoped that the project would provide a stimulus both at Hampton Institute and at Michigan for developing a greater general concern on the part of the institution for facilitating the research efforts of minority and women faculty members.

Finally, but probably less important than the other objectives, was the goal of producing research which would not only be useful in our training goals but would also be a worthwhile contribution to scholarship in general.

Chapter II

Program Design

Problem, Objectives, and Rationale

This project has two purposes - to facilitate and support the educational research efforts of faculty of Hampton Institute and to sensitize members of the faculty of The University of Michigan to the training needs of minority students preparing for careers in Black colleges and other primarily undergraduate colleges.

The problems leading to this project are twofold.

1. Faculty members at Black colleges often are less productive in research than they would wish to be. In some cases they feel out of touch with current developments in theory or in methodology; in other cases a contributing factor may be the lack of a colleague with similar research interests who can provide emotional support and from whom one can bounce off one's ideas.

2. University of Michigan faculty members are training large numbers of minority-group students and women, but they have limited awareness of the situation in small colleges where many of their students will teach.

The present project attacked both of these problems.

Sells and Egermeir (1976) have presented well-documented statistics demonstrating the under-representation of women and minorities in educational research. Blacks and Hispanics appear to be the most substantially under-represented. For example, while the percentage of Blacks in the U.S. population is 10.9, only 2.8% of the membership of the American Educational Research Association is Black. Sells and Egermeir demonstrate that, particularly for Black students, experience as a graduate research assistant made a great deal of difference in research after graduation. This suggests that intensive experience working with researchers may be an important factor in determining the likelihood of individuals continuing research independently. Thus the present project provided for summer experience for Hampton Institute faculty members to work with University of Michigan researchers.

The University of Michigan is a large public university with a major graduate school and a number of related research institutes and centers. Its purposes are multiple, including strong programs at both the undergraduate and graduate levels, as well as at professional schools. Hampton Institute is a co-educational nonsectarian institution of higher education giving top priority to good teaching with a traditional commitment to the task of educating students whose academic and personal potential may have been inhibited by lack of economic, social and educational opportunity. Of Hampton Institute's 2,700 students 95% are black; of 202 full-time faculty 45 are black males, 76 black females, 40 white males, 29 white females, 10 other males and 2 other females. The two institutions thus complemented one another in their potential contributions to this program.

Participants in the program were faculty members of Hampton Institute working with faculty members of The University of Michigan.

We proposed to test three alternative models of research training. All three, however, have certain common features which are based both upon general educational theory and our previous experience with graduate and post-doctoral training.

Both research in social psychology and applied research on innovation have demonstrated that programs directed at individuals are likely to fail, no matter how motivated the individual participants, if the organization to which the individual returns is not supportive. From the classic studies by Lewin (1947), Lippitt et al. (1958) and many others we know that the support of a group or of at least one other person is needed if the individual is to resist group counter-pressures. For this reason we chose to work with teams from two institutions -- Hampton Institute and The University of Michigan -- rather than to develop a program for individuals.

The second principle is based on the assumption that one of the critical points in determining the viability of a change effort is the transition from training site to working site. For this reason the program not only involved intensive training at The University of Michigan but also consultation at Hampton Institute so that problems involved in using the research training in the real world setting were faced as part of the program.

We expect that the majority of participants will continue in their present positions and that the graduate students, as well as post-doctoral participants who shift jobs, will predominantly work in academic or research settings.

A. Nature of Design and Rationale

While our primary purpose was to provide optimal research training, this project had a secondary goal of gaining information about which of three different models of training is most effective for increasing participation of minorities and women in educational

research. Each of the three models compared has potential strengths. By holding the setting constant, varying the type and grouping of participants, and formatively and summatively evaluating their progress and outcomes, we can gather data relevant to decisions about effective training methods. It is obvious that sample size and other conditions make it unlikely that we generalize confidently from our findings, but we may be able to gain some insight into the nature of the problems and the advantages of each model.

Now let us get to the specific models (See figure 1). Model A consists of three triads. The triad is comprised of a junior faculty member from Hampton Institute, a junior faculty member from The University of Michigan, and a senior faculty member from The University of Michigan.

Model B consists of three triads, each consisting of a junior faculty member from Hampton Institute, a doctoral candidate from The University of Michigan, and a senior faculty member from The University of Michigan.

Model C consists of three dyads - a junior faculty member from Hampton Institute and a senior faculty member from The University of Michigan.

We assumed that the primary ingredient for becoming a good researcher is the motivation to do research and that such motivation is a given for all the participants in the project. However, it is also apparent that there are many deterrents to establishing a positive research milieu. We attempted in these models to minimize the barriers and maximize the probability of success. For this reason, all models have elements which should increase group cohesiveness and collegiality.

To summarize, the primary purpose of this project was to train post-doctoral minority and women faculty in research; secondarily, we wished to see which of three patterns or grouping was most effective; viz.

1. two junior faculty working with the senior faculty, that is two members from different institutions in similar situations (Model A);

2. a junior faculty member, a doctoral student, and a senior faculty member (Model B); or

3. a dyad consisting of a junior faculty member and a senior faculty member (Model C).

B. Type of Participants and Rationale

Hampton junior faculty. -- These participants were minority and non-minority men and women who are assistant professors at Hampton Institute.

Michigan junior faculty. -- Three minority or women assistant professors from The University of Michigan were recruited. Preference was given to those with interdisciplinary interests.

Michigan doctoral candidates. -- Three minority or women students who have completed their preliminary exams and were embarking on their dissertations were selected.

Michigan senior faculty. -- Minority and non-minority men and women from Michigan's senior faculty were recruited. They were from the social sciences, education, and administrative personnel.

Although minority and women assistant professors at The University of Michigan do not suffer from the tremendous teaching load that is often common in Black colleges, they are often overloaded by requests to become members of University committees and to chair dissertations of women and minority doctoral students. At the time of promotion they often lack research publications. Contributing to this lack may be the lack of a mentor. Levinson (Season's of a Man's Life) and others have suggested that an important aid in getting established in a career is the help of an older, experienced mentor who helps the new jobholder learn the informal organizational structure, norms, and tricks of the trade necessary to achieve success. Minority and women researchers often lack mentors. One of the goals of this project was to establish such a mentorship relationship between the younger and the more experienced researchers. Thus this project provided opportunities for the junior faculty early in their careers to work with senior faculty and members of another institution both to obtain research skills and to have collegial support in a research project.

Graduate students similarly benefited from the opportunities to work cooperatively with two more senior colleagues bringing different perspectives to bear on the problems.

C. Activities (see figure 2).

Below is a summary of the research of each team:

Team 1 (triad):

This team is studying the effects of allowing students to use notes during an exam as a method of reducing test anxiety. Data have been collected from classes at The University of Michigan and Hampton Institute. Most of the data analysis has been completed, and the graduate student team member has completed her dissertation. Some additional data will be collected at Hampton Institute during the fall term to investigate the effects of a confounding factor in The University of Michigan data set.

Team 2 (triad):

This team is studying teacher education in Jamaica. They have developed their study around The Five Year Educational Plan published by the Jamaican Ministry of Education. Additional funds for this project were obtained by the Hampton participant through a faculty grant.

Data were collected by junior participants who went to Jamaica in June, 1979 and March, 1980 to administer student questionnaires in the teacher's colleges.

Team 3 (triad):

This team is investigating the variables which contribute to the compatibility of cooperating teachers and student teachers. Questionnaires were developed and cooperation was obtained from the Special Education, Science Education, Elementary Education, and Physical Education departments at The University of Michigan. Data have also been collected at Hampton Institute, Norfolk State College, and a state university in Wisconsin. The team is presently in the process of analyzing the data.

As a result of the numerous people involved in collecting the data from the various departments at The University of Michigan, several new proposals have been developed. It appears that several collaborative studies will develop as a result of this project. The dissertation of the graduate student team member is near completion.

Team 4 (dyad):

This team developed an elaborate proposal for investigating the extent to which the state of Virginia has incorporated black literature into its secondary school curriculum. It was hoped that the project would serve as the dissertation for the Hampton participant. The project was delayed somewhat due to her illness. Further difficulties arose when the advisor of the Hampton participant at first accepted the project proposal and then decided to change the participant's dissertation topic. The major goal of this team was to help the Hampton participant complete her dissertation. The team has now decided to concentrate on writing up the review of the literature for the original proposal and to postpone actually collecting the data until after the Hampton participant has completed her dissertation.

Team 5 (dyad):

This team conducted a study investigating the effectiveness of an intervention program designed to teach coping strategies for stress and anxiety. All of the data were collected at Hampton Institute by the Hampton participant. Analysis of the data has been completed and the study is being written up to be submitted for publication. Part of the research will be presented at a national professional conference.

Team 6 (triad):

This team is studying fantasy and play in black preschool children. Videotapes of selected triads of children playing with structured and unstructured toys have been collected at both The University of Michigan and Hampton. However, not all of the Hampton tapes were completed before school was out. The team has spent many hours developing a coding scheme for the videotapes. These videotapes are now being transcribed. The team also conducted interviews with the parents of observed children. Preliminary analysis of the interviews has been completed. Since there were some inconsistencies between the two sites in the manner in which the videotaped sessions were conducted, some additional tapes will be made at the Hampton site in the fall. Both of the junior team members on this project received additional funding from their respective institutions to support their research efforts.

Team 7 (triad):

This team has been working with the Speech Pathology Department at Hampton Institue, investigating complaints regarding the quality of the work of the practicum students. Interviews have been conducted with the students, supervising clinicians, and college supervisors. The students have also completed several psychological scales and attitude measures which will also be analyzed. The team is now in the process of coding the interviews. Some analysis has already been performed on the students' responses to the psychological scales and attitude measures.

Team 8 (triad):

This team has been conducting a survey of the Black elderly in Ann Arbor and Hampton. The University of Michigan junior faculty member received an institutional grant to help support her research. An extensive interview has been developed concerning health beliefs, health behaviors, and attitudes toward death and dying. All of the interviews in Hampton and in Ann Arbor have been completed. A portion of this research will be presented at the 1980 meeting of AERA.

Team 9 (dyad):

This team was originally a part of Team 8. Team 9 is now a dyad involving a Hampton junior faculty member and the same University of Michigan senior researcher as Team 8. This team is focusing on analyzing the results of an ethnographic study of the social networking of a selected group of Black elderly in the Tidewater area. The Hampton participant expects to use the study as her doctoral dissertation.

D. Evaluation

The purpose of the evaluation of this project is threefold: to identify the most effective model for increasing participation of minorities and women in educational research, to identify the

positive and negative components of this model and to suggest modifications of the training model to be incorporated in its future use. In order to address these goals several methods of data collection were utilized.

1. Primary goal attainment. In the initial stages of the development of each team a set of three primary goals were agreed upon. For each goal five levels of attainment were described in behavioral terms. Teams have assessed the level at which each goal was attained.

2. Semantic differential. To assess any change in affective response to research all participants rated their feelings toward research, their ability to conduct research, and their feelings toward the training project with a series of semantic differentials. These rating instruments were completed at the beginning and the end of the project.

3. Logs. All junior faculty and graduate student participants completed logs to document their experiences as training program participants. Each log is being examined for those experiences viewed as facilitating or hindering a successful training experience.

4. Time distribution. All participants were asked to estimate the allocation of their time among several types of professional activities. Estimates were made for Fall, 1978; Winter, 1979; and Fall, 1979. These time distributions will be compared to estimate any change in the amount of time allocated to research.

5. Interviews and questionnaires. Interviews and questionnaires were completed to gather information concerning team interactions and the role of each participant in the group.

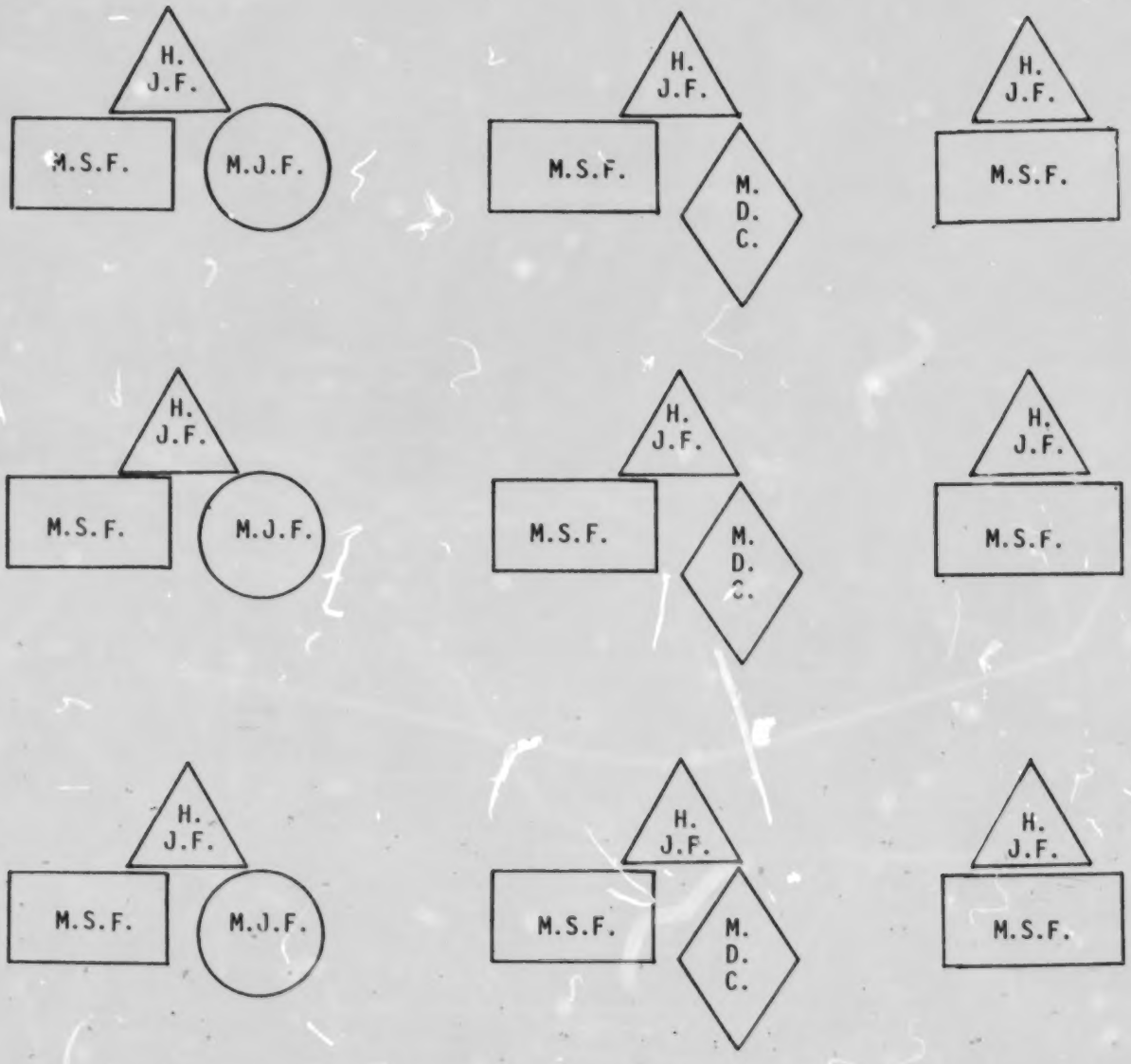

Fig. 1. -- Paradigm of Design

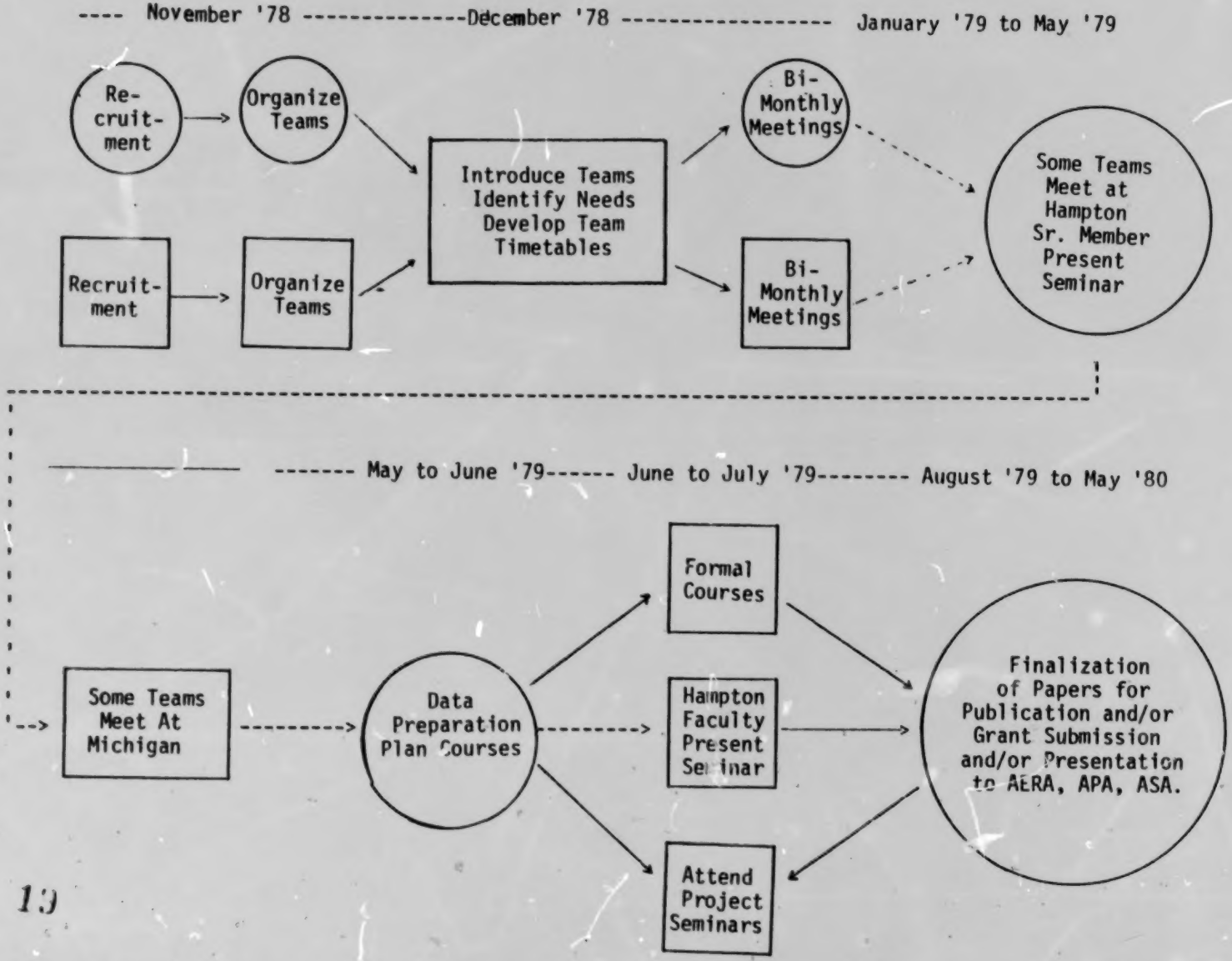
---- November '78 ----------December '78 ---------- January '79 to May '79
Legend:
At Hampton
At Michigan
Re-cruit-ment
Organize Teams
Recruit-ment
Organize Teams
Introduce Teams Identify Needs Develop Team Timetables
Bi-Monthly Meetings
Bi-Monthly Meetings
Some Teams Meet at Hampton Sr. Member Present Seminar
------- May to June '79------ June to July '79-------- August '79 to May '80
Some Teams Meet At Michigan
Data Preparation Plan Courses
Formal Courses
Hampton Faculty Present Seminar
Attend Project Seminars
Finalization of Papers for Publication and/or Grant Submission and/or Presentation to AERA, APA, ASA.

Fig. 2. -- Paragigm of Overall Procedure

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Lippitt, R., Watson, J. and Westley, B. The Dynamics of Planned Change, New York, Harcourt, Brace, 1958.

Sells, W. and Egermeir, John C. (1976). Participation of Women and the Minority Sub-groups in Education KPU--As Employees and Trainees. NIE-AERA Higher Education Component meeting, capital program to increase the participation of Minorities and Women in education knowledge production and utilization. Washington, D.C., the National Health Institute for Community Development, Inc., 2021 Case Street N.W., Washington, 20006, 1976.

Chapter III

Major Activities at The University of Michigan

In October, 1978 we selected an advisory council. This council consisted of Carolyn K. Davis, Ph.D., Associate Vice President for Academic Affairs; Richard A. English, Ph.D., Associate Vice President for Academic Affairs; Joan S. Stark, Ed.D., Dean of the School of Education and Alfred S. Sussman, Ph.D., Dean of the Graduate School. All of the advisory council members were from The University of Michigan. Following the selection of the advisory council we sent out announcements about the program and requests for applications from junior faculty and doctoral candidates. These requests were sent to the Deans of the University and were advertised in the University Record.

The co-directors and the research associates developed criteria for selection of The University of Michigan applicants. These included (a) capacity for benefiting from the program, (b) ability to work with groups, (c) an assistant professor or doctoral candidate, (d) interest in the projects that the Hampton participants had developed, and (e) (for doctoral candidates) a flexibility that would allow them to adjust to adaptations in the project.

Upon receiving the applications from The University of Michigan faculty and students the project directors and research associates developed short descriptions of the pro's and con's for each applicant and provided that information to the Advisory Committee. High priority was given to the match between the Hampton projects and the research interests of The University of Michigan applicants.

In November, 1978 the Advisory Committee selected the participants. Three University of Michigan junior faculty members and three University of Michigan doctoral candidates were selected. We matched the Hampton participants, the senior researchers at The University of Michigan, and the junior University of Michigan participants on the basis of common interests. Decisions on triads and dyads were based on the interests of the candidates and how well we felt that the teams could work together. Applicants were informed of the results of the selection and were given the option of asking for a change of assignment. Each team was given a team budget which included money for supplies and computer costs. Some of the senior researchers opted to use their stipends for hiring research assistants or paying interviewers or other people to participate in the project. The University of Michigan participants were informed that they would each receive a summer stipend of $1,500 and Hampton participants were each given a stipend of $2,300.

December, 1978

In December we had a meeting of all University of Michigan participants to discuss the logistics of the project. The University of Michigan participants then telephoned their Hampton counterparts and discussed the projects and plans for the meeting at The University of Michigan. On December 19 and 20 we met at The University of Michigan for one and one-half days. The meeting began with a luncheon at the Michigan Union, at which all the teams were introduced to each other, and we had a general overview of the project. Dr. Gwendolyn Baker, Director of Minorities and Women's Program, of the National Institute of Education, addressed the group. This highlighted the support of NIE for our project. After the luncheon the teams met to develop proposals and goals. The next morning the teams came together and reported what they had planned for their projects. At this point, we discovered that there were some mismatches. In order to maximize the probability of a successful project we adjusted the teams according to the wishes of the Hampton participants. Each team was then asked to set goals for its project and to maintain a log so that we could evaluate progress.

The teams were as follows--

Team (A):

Deagelia Pena-Ph.D., Acting Director, Affirmative Action Program, The University of Michigan
Doris Jarvis-M.Ed., Instructor of Communication Disorders, Hampton Institute
Ella M. Bowen-Ed.D., Assistant Professor, School of Education, The University of Michigan

Team (B):

Gaynelle Walker-Burt-Ph.D., Assistant Professor, School of Nursing, The University of Michigan
Carolyn Hagey-Ph.D., Assistant Professor of Communication Disorders, Hampton Institute
Gerald Gurin-Ph.D., Professor of Higher Education and Research Scientist, Institute for Social Research, The University of Michigan

Team (C):

Roberta Morse-Ph.D., Assistant Professor of Psychology, Hampton Institute
Patricia Gurin-Ph.D., Professor of Psychology and Faculty Associate, Institute for Social Research, The University of Michigan
James D. Papsdorf-Ph.D., Associate Professor of Psychology, The University of Michigan

Team (D):

Mattie Pleasants-M.A., Assistant Professor of Sociology, Hampton Institute
Gerald Gurin-Ph.D., Professor of Higher Education and Research Scientist, Institute for Social Research, The University of Michigan

Team (E):

Patrick Lewis-Ph.D., Associate Professor of History, Hampton Institute
Wilton Barham-Doctoral Candidate, The University of Michigan
Niara Sudarkasa-Ph.D., Professor of Anthropology, Associate Director, Center for African and Afro-American Studies, The University of Michigan

Team (F):

Shirley Sherman-M.A., Assistant Professor of English, Hampton Institute
Cho-yee To-Ph.D., Professor of Education, The University of Michigan
Rudolf Schmerl-Ph.D., Assistant Dean for Research, School of Education, Associate Professor, The University of Michigan

Team (G):

William C. Morse-Ph.D., Professor of Education and Psychology, The University of Michigan
Ross Boone-M.S., Assistant Professor of Secondary Education and Science Specialist, Hampton Institute
Yevonne Smith-Doctoral Candidate, The University of Michigan

Team (H):

Sally Lusk-Doctoral Candidate, Associate Professor of Nursing, The University of Michigan
Linda Petty-Ph.D., Associate Professor of Psychology, Hampton Institute
Wilbert McKeachie-Ph.D., SCD Professor of Psychology, Director of the Center for Research on Learning and Teaching, The University of Michigan

Team (I):

Vonnie McLoyd-Ph.D., Assistant Professor of Psychology, The University of Michigan
Bonita Toler-M.A., Instructor of Elementary Education, Hampton Institute
Betty M. Morrison-Ph.D., Professor of Education, The University of Michigan

After team memberships were adjusted, the teams met on their own schedules. The following account chronicles group activities.

January, 1979

The co-directors and the associate researchers met with The University of Michigan junior participants to discuss budget, proposals and their goal statements. At this time teams also gave progress reports.

February, 1979

All of The University of Michigan participants met with the co-directors and the associate researcher for a progress report and to initiate discussion of summer plans. At the request of participants, Professor Gerald Gurin discussed "Locus of Control: Its Implications and How to Measure It."

March, 1979

In March, 1979 The University of Michigan participants presented oral progress reports and presented a further explanation of the evaluation design.

April, 1979

In April, 1979 there was a meeting with The University of Michigan unit participants for a progress report, a review of budgets and development of an individual interview schedule.

May, 1979

In May, 1979 another meeting of The University of Michigan junior faculty participants was scheduled. Again we gave progress reports and developed the summer plan.

June, 1979

In June, 1979 a needs assessment questionnaire was developed and given to the participants to determine the types of meetings the participants would prefer during the summer months. The Hampton participants arrived in June. We had a picnic for The University of Michigan and Hampton participants and their families plus the Advisory Council. All of the nine Hampton participants enrolled in courses of their choice for the summer. In addition, two participants -- one from The University of Michigan and one from Hampton -- were admitted to the ISR program for Summer Institute and Survey Research Techniques.

July, 1979

By July, 1979 the program was in full swing. There were weekly informal meetings which most of the participants attended. At this time plans were made to submit proposals for the 1980 American Educational Research Association session. The plans included submission of a proposal for the total group and separate team proposals. Only one of the team proposals was accepted. The group proposal was given as part of another symposium. There was also a social gathering with The University of Michigan Alumni of Hampton Institute. In addition, the Hampton Institute members gave a seminar for the general faculty of The University of Michigan at the Center for Research on Learning and Teaching on "Teaching in Black Colleges."

Other seminars were given by M. Clemens Johnson on the Computer System at The University of Michigan, by Wilbert McKeachie on "Grantsmanship," and a several-day seminar by Carolyn Jagacinski and Betty Morrison on "Data Analysis and Strategies." In general July was the busiest portion of our workshop because the teams were working strenuously to finish their projects.

August, 1979

In August, 1979 the teams continued meeting, and the participants planned their activities for the following semester.

From October through January the participants communicated with each other and met with each other at regular intervals. There were two meetings of The University of Michigan participants, one in October and one in December. In January, 1980 a final meeting of all the participants was held at Hampton Institute. This was a one-day session in which each team presented its findings and progress to that point. At a festive luncheon each participant received a plaque especially designed for the Hampton/Michigan Project. Also attending this session were Dr. Gwendolyn Baker and Dr. Claiborne Richardson, both from the National Institute of Education. Their participation was extremely encouraging to all members of the project.

From January until the present time the participants have continued to communicate with one another. The final interviews have been concluded and the reports have been prepared.

Chapter IV

Major Activities at Hampton Institute

First Quarter -- September 1978 through November 1978

Upon being notified of a grant award, the project coordinator at Hampton and the principal investigators at The University of Michigan heightened the joint planning process. Specifically, the program announcement was developed and a solicitation of interested faculty members was conducted early during mid-September 1978. Following the announcement, project advisory board members were invited to serve and they were scheduled to participate in the screening and selection process. Thirteen faculty members expressed interest in the project; hence the advisory board had the arduous task of selecting nine to participate. Each of the interested faculty members was requested to complete an application by indicating his/her primary research interest and information regarding his/her previous research experience. Upon the selection of the nine participants the names of selectees were forwarded to The University of Michigan project directors for team grouping.

During the month of November, 1978, the Hampton project research assistant was employed. During this month the first participant meeting was held, enabling all participating faculty members to be oriented to the project goals and proposed activities. During this month the national project director, Dr. Gwendolyn C. Baker, made a site visit to Hampton Institute. She met Dr. William R. Harvey, President of Hampton Institute, and the project advisory board members during a luncheon.

Second Quarter -- December 1978 through February 1979

Early during the month of December, 1978, planning and scheduling concerns relative to the initial meeting of the Hampton and The University of Michigan participants were defined. On December 19, the nine Hampton participants and staff attended a two-day meeting at The University of Michigan at which team members met for the first time. During this meeting the team members discussed the primary goals and the research design.

After returning from Michigan, the participants received team budgets. Upon identification of the fiscal resources available to each team, more realistic planning ensued. Hence, the teams became aware of the limitations of the grant and the resources available to assist them in their research agenda. During January and February of this quarter, individual meetings were held with each of the Hampton participants in an effort to discuss the direction, status and related problems of his/her team project. The Hampton coordinator provided individual technical assistance to each of the Hampton participants during this quarter as well as throughout subsequent

quarters. Also during this quarter several of the Hampton participants were involved in planning a regional conference which was scheduled to convene in May of 1979. Additionally, selected University of Michigan participants were invited to attend this second annual Division G regional conference of the American Educational Research Association. During this quarter an article regarding the project focus was drafted by the project research assistant and was scheduled to appear in the faculty development center newsletter, HI Data.

Third Quarter -- March 1979 through May 1979

During this quarter regularly scheduled monthly meetings with the participants were held. Also, a progress report regarding the status of Hampton's involvement was developed and forwarded to our counterparts at The University of Michigan for dissemination to the National Institute of Education. During this quarter many of the activities involved the ongoing data collection on the part of the project team members. The Hampton participants were making preparations and plans for their summer visit at The University of Michigan. Specifically, the participants received a schedule of anticipated activities for the summer.

During May, Dr. Wilbert McKeachie, Dr. Gerald Gurin, Dr. Niara Sudarkasa, Dr. Ella Bowen, Ms. Yevonne Smith, Dr. Deagelia Pena, Dr. Vonnie McLoyd and Dr. Wilton Barham visited Hampton for the purpose of planning further implementation of their research projects. In May, Dr. Schmerl, Dr. Cho-yee To and Dr. Deagelia Pena, from The University of Michigan, participated in the second annual regional conference sponsored by Hampton Institue, Norfolk State University, Old Dominion University, Virginia Commonwealth University and Virginia State University. A Hampton-University of Michigan participant presented a symposium paper concerning the team research agenda. The Hampton participants who made formal addresses during the Pluralism Conference were Ross Boone, Doris Jarvis, Patrick Lewis, Linda Petty, Mattie Pleasants and Carolyn Cooper. A copy of the Pluralism Conference schedule is included in the appendix as a part of the documentation for this final report. Finally, during this quarter, each of the Hampton participants generated a statement of expectations regarding his/her summer experience, which was scheduled for June, July and August.

Fourth Quarter -- June 1979 through August 1979

All of the nine Hampton participants spent four to eight weeks at The University of Michigan attending summer classes or workshops. In the spring issue of the HI Data, Vol. 3, No. 2, an article which summarized the research progress of the Hampton participants was circulated campus-wide.

Fifth Quarter -- September 1979 through November 1979

During this period, members of the research team continued to collect and analyze their data. Regular monthly meetings were convened; teams were encouraged to continue documenting their research progress vis-a-vis the project log, and an evaluation questionnaire was responded to by each of the participants. Additionally, individual consultation was continued with the assistance of the director of the Office of Research and Evaluation Consultation (the Hampton project coordinator).

Sixth Quarter -- December 1979 through February 1980

During this quarter the project participants completed their research reports. Their findings were presented during the project phase out activity which convened on January 31 and February 1, 1980. The phase-out program began on the evening of January 31 with a reception at the home of Dr. Martha E. Dawson, Vice President for Academic Affairs, Hampton Institute. On the following day, presentations were made by each of the nine project teams. Additionally, a luncheon was convened which was attended by Dr. Gwendolyn C. Baker, Director of Minority and Women's Program, and Dr. Claiborne Richardson, project officer -- both of the National Institute of Education.

Seventh Quarter -- March 1980 through May 1980

During this quarter, refinement of the team final reports required considerable time and effort. Additionally, each of the Hampton team members participated in an exit interview with the Hampton coordinator in an effort to determine the impact which the project had had on his/her professional growth, development and research interests.

Chapter V

Research Abstracts

Social and Economic Implications of Teacher Training in Jamaica

Research Team: Patrick Lewis, Wilton Barham, Niara Sudarkasa

This study of teacher training in Jamaica was conceived as a contribution to the discussion of the past and potential role of education in the socio-economic development of that country.

It is noted that economists and others interested in such development have moved toward the view that education is an investment in human resources. A conclusion reached at the Seminar on Long-Term Prospects for the Development of Education, held at the International Institute for Educational Planning in Paris in the Fall of 1978--that formal educational institutions cannot be expected to adequately meet the manpower training needs in the developing countries in the remaining decades of this century and in the one to come--is cited. Against the background of this current thinking, this study of the teacher training process in Jamaica was designed to address four general questions:

1. To what extent have teacher training institutions contributed to the realization of development goals by their output of personnel to train the human resources of the country? How do these teacher training institutions fit into the overall formal educational structure of Jamaica?

2. In what ways can teacher training institutions be made more adaptable to the need for training persons who can function in non-formal educational settings?

3. To what extent can an explication of the present teacher training process aid in identifying the type of alternative and supplementary non-formal educational arenas which should become a part of the broad institutional framework for moving Jamaica ahead economically, socially, and politically in the next twenty-five years?

4. What appear to be the structural and/or conceptual changes that need to be made in the apparatus of teacher training, in the process of recruitment of students, and in the latter's achievement patterns and professional goals if the teacher training colleges are to be maximally effective in contributing to a multi-pronged attack on Jamaica's development problems?

Three methodological approaches were utilized in the study -- (1) statistical survey, (2) historical documentations, and (3) participant observation and informant interviewing.

A brief history of the development of teacher training in Jamaica is presented. The early teacher training institutions (late 19th and early 20th century) all had strong religious connections, little money, inadequate facilities, and few students (in four colleges, total student population was only 187 in 1938). A shortage of trained teachers continued for a number of years. By the late fifties education was becoming a top priority of the government and has remained so throughout the decades of the sixties and seventies. The necessity for teachers trained to meet the needs of society has been recognized, and steps are being taken to meet these needs.

The Jamaican Ministry of Education in its Five Year Plan has presented the social goals of education as follows:

1. Providing equality of educational offerings for all members of the society.

2. Recognizing differences in individual abilities, aptitudes and interests and catering to individual needs to ensure the personal growth and cultural development of each individual.

3. Enabling each individual to strive for excellence at all levels of endeavor, thereby contributing positively to societal needs for economic productivity as well as for aesthetic and cultural development.

4. Developing in members of the society a sense of community spirit, cooperation and concern for others, thereby encouraging a positive attitude toward group effort at the local, community and national levels.

Data on the current status of teacher training in Jamaica have been collected. Some of the information is available in this report.

It is recognized that the population cannot all be trained in formal educational settings and that it is, therefore, incumbent on the teacher training colleges/institutions to meet the challenge of assisting in designing suitable educational programs for all.

It is also recognized (in 1980) that education has not been functional to an appreciable degree, and so unemployment remains very high among both educated and uneducated individuals looking for jobs. If education is to play its role in economic development, the teacher training institutions must provide alternative and supplementary non-formal educational arenas.

Areas in which non-formal education is presently undertaken are identified, but it is suggested that other areas should be included.

The questions posed in this study have not as yet been adequately answered. It is expected that further study will provide additional information which may have an impact on the structural and/or conceptual aspects of teacher training.

Effect of Test Anxiety, Locus of Control, and Use of Information Retrieval Aids on Academic and Predicted Performance of College Students

Research Team: Sally Lusk, Linda Petty, Wilbert J. McKeachie

Three areas of study were included in this investigation. Our primary purpose was to test an aspect of Tobias' (1977) information processing model of the effect of anxiety on learning from different instructional methods. Tobias suggested that information processing aids would improve exam performance, since anxiety interferes with retrieval of learning. We hypothesized that students with high scores on a measure of test-anxiety would derive the greatest benefit from retrieval aids because they experience the greatest anxiety and presumably the most interference from anxiety.

Parallel studies were conducted at Hampton Institute and The University of Michigan.

The subjects were 160 students enrolled in the Psychology of Aging course at The University of Michigan and 43 students in the introductory psychology course at Hampton Institute.

Early in the term the students completed the Test Attitude Inventory (Spielberger, Gonzalez, Taylor, Anton, Algaze, & Ross, 1977) and measures of personal and academic Locus of Control of Reinforcement selected from Rotter's (1972) instrument. The course mid-term exam was split into two equivalent halves and administered in two consecutive class sessions separated by 48 hours. During the first mid-term exam students were allowed to use an information retrieval aid, a 5" x 8" card containing their notes. Prior to both mid-term exams students completed the Worry and Emotionality Questionnaire (Liebert & Morris, 1967) and predicted their exam scores. Following the first exam they responded to a questionnaire regarding the use and helpfulness of the notes and again completed the personal and academic Locus of Control measures. Exam scores were given to the research team by the course Teaching Assistants.

For the analyses students were divided into quartiles (Low, Moderately Low, Moderately High, and High Test Anxiety Groups) for each of the two Worry Questionnaire measures. Students were divided into Internal and External groups on the Locus of Control measure. This was used in combination with the four Test Anxiety groups in the analyses of interactions.

High test anxiety students did not differ significantly from other students in their relative performance on tests with and without retrieval aids. Thus our basic hypothesis was not supported. Surprisingly, students in the lowest quartile on the "Worry" test anxiety items performed better on the mid-term test with notes available than on the second mid-term test.

Fantasy Play in Black Children

Research Team: Vonnie McLoyd, Bonita Toler, Betty Morrison

This research focuses on the development of fantasy play in black children. Fantasy play involves the attributions to persons, objects, materials, or situations, properties which they do not actually possess. For example, a child who pretends that her doll is hungry or tired is attributing properties to the doll which the latter does not actually possess. Similarly, a child who pretends that a block is a cigarette or a lollipop is attributing properties to the block which the latter does not actually possess. The child, thereby, "transforms" the doll into a "real" person or the block into a "real" cigarette or lollipop. Fantasy play, then, can be thought of as a conglomerate of various types of transformations. The objective of this research is to describe the development of various types of transformations in 72 2-1/2 to 5-1/2 year-old low- and middle-income black children, as a function of age, sex, and income level. In addition, the relationship between age, sex, and income differences, and maternal attitudes and practices regarding fantasy play and other environmental factors were explored. The subjects were divided into groups of three children of the same sex, age, and income levels, who were brought to a playroom, equipped with several attractive toys or unstructured materials, for 30 minutes of free-play on four different occasions. In Michigan they were covertly observed and videotaped through a one-way mirror, while in Virginia they could observe the cameraperson. The predominant types of transformations used by children during the free-play session are identified, based on their recorded speech and related behaviors. In addition, a randomly chosen subsample of mothers--equally divided according to their child's sex, age, and income level--were interviewed about their attitudes and practices regarding fantasy play and the child's home environment. Also, the pupils, teachers, and their aides responded to a pupil behavior inventory which rated the children's conduct, motivation, dependency, socio-emotional state, personal behavior, and fantasy play. At present, the data from the videotapes are being transcribed, and the data from the interviews and behavior inventories have been coded and computerized.

The behavioral play measures for the three children in each triad for each transformation category will be summed and the triad treated as a unit. 2 (sex) x 2 (income) x 3 (age) analyses of variance will be performed to examine the main and interaction effects of sex, income and age.

The relationship between frequency and types of transformations and maternal attitudes and practice and other environmental factors will be assessed by correlational and multiple regression analyses. In these analyses, individual, rather than dyad, scores will be used.

The Effectiveness of a Combination Treatment Approach on Moderately Anxious Students at a Predominantly Black College

Research Team: Roberta Morse, Patricia Gurin, James Papsdorf

The present study was designed to examine the effectiveness of a combination of progressive relaxation and rational emotive therapy techniques on moderately anxious students at a predominantly Black College in the southeast.

Anxiety can be defined as a feeling of uneasiness, apprehension, fear, panicky sensations, muscle tightness, or tremor, etc. Bodily symptoms include restlessness, fidgeting, rapid movements, poor concentration, shortness of breath, constriction in chest, headaches, backaches, pounding heart, fatigue, and insomnia.

Two subtypes of anxiety examined in this study are state and trait anxiety. State Anxiety (A-State) may be defined as an emotional reaction that is characterized by subjective feelings of tension, apprehension, nervousness, and worry, and by heightened activity of the automatic nervous system, e.g., a person who has been attacked by a dog and who is usually calm and relaxed becomes anxious when confronted by a dog. Trait Anxiety (A-Trait) refers to relatively stable individual differences in anxiety proneness, e.g., a person who is usually tense is inclined to perceive a wide range of situations as dangerous or threatening and tends to respond to such threats with A-State reactions.

The underlying theoretical basis for the present study lies in the theories of Joseph Wolpe and Albert Ellis. According to Wolpe's theory--Progressive relaxation--relaxation and anxiety are incompatible responses. It is impossible for a person to be relaxed and anxious simultaneously. Visual imagery and progressive relaxation are combined in the systematic desensitization procedure. A hierarchy of anxiety-provoking situations is constructed; and then, while completely relaxed, the client progressively visualizes himself/herself in the situations, ranging from the least anxiety-provoking situation to the most anxiety-provoking situation.

According to Ellis' theory--Rational emotive theory--a state of good mental health is viewed as being related to one's maintaining rational thoughts. He recommends instructing anxious persons in the techniques of thought-stopping and in the ABCDE approach to rational thinking. In thought-stopping, one is instructed to replace an irrational thought with a more rational one by verbally or non-verbally saying "stop." In the ABCDE approach, the A represents the anxiety-provoking situation; B means beliefs or thoughts; C represents feelings; D means dispute; and E represents rational alternative thoughts. The thoughts underlying the feelings are viewed as contributing the most toward the person's being anxious. Among techniques for decreasing negative thoughts are: thought-stopping, employing thoughts opposite to the self-defeating ones, internal punishment (focusing on averse consequences).

Approximately 300 undergraduates enrolled in the freshman level health education and physical education classes at the college where the data were gathered were administered the Spielberger State-Trait Anxiety Inventory (STAI), Spielberger Test Anxiety Inventory (TAI), and the Shorkey Whiteman Rational Behavior Inventory (RBI). Subjects for this study were selected from this initial pool of students. The criterion for inclusion in the study was a score of 40 or above on the STAI (moderately anxious range). Thirty-eight of these moderately anxious students comprised the experimental or treatment groups, while another 38 moderately anxious students made up the control group. The anxiety scores were ranked and assigned on an alternating basis to the treatment groups and to the single control group.

Each of the subjects had completed a sources of anxiety form. Each one had been asked to rank order the degree of anxiety which each of several kinds of stress caused them. Two treatment groups (homogeneous) included students who had indicated the same type of anxiety. One group was composed of students who ranked academic anxiety (tests, responding in class, fear of a particular subject, lack of a goal in college, lack of concentration while studying, fear of failure, lack of confidence in academic ability) highest among five possible sources of anxiety; the other group was composed of students who ranked interpersonal anxiety (same-sexed peers, male-female relationships, professors, college administrators) highest. The two other treatment groups (heterogeneous) were comprised of students who brought with them a variety of the types of anxiety assessed.

The students in the control group received no treatment at all, while progressive relaxation and rational emotive therapy techniques were used with the students in the treatment groups. In the homogeneous groups the treatment content focused entirely on the specific anxiety, while a diffusely-focused treatment approach was used with the heterogeneous groups.

Analyses of variance and co-variance were performed to analyze the data. Results showed that, when a combination of relaxation and rational emotive therapy was used with the treatment subjects, their level of state anxiety was lowered significantly more than was that of the control subjects. Students who received treatment which was focused on a specific type of anxiety also benefited from this combination approach. After treatment, both homogeneous groups exhibited lower trait anxiety and less emotionality, as well as more rational beliefs, when compared with control subjects and with subjects who had received treatment in heterogeneous groups. The results of this study suggest that the effectiveness of relaxation-rational emotive techniques for anxiety-reduction may depend on the focus provided by the treatment. These techniques are more effective when the students share the same kind of anxiety; the therapist can thus focus the treatment procedures on the specific anxiety, and the students can learn from each others' experiences, from their homework, and from the treatment sessions.

Future research on test anxiety should include study-skills training in the treatment package, and the number of treatment sessions should be increased to span a minimum of six weeks, two hours per week (one hour per week of therapy and one hour per week of study-skills training).

The Nature and Implications of Compatibility in Supervisory-Student Teacher Dyads

Research Team: William Morse, Ross Boone, Yevonne Smith, Amy Swan

The study dealt with the impact of the compatibility of student teachers and their cooperating teachers upon the students' concepts of classroom management and upon the students' self-concepts, anxiety, satisfaction, and perception of progress; as well as upon the interrelationships among student self-concept, teaching anxiety, satisfaction on the part of both student and cooperating teacher, and learning (progress as perceived by both student and cooperating teacher).

The compatibility between student teachers and cooperating teachers has been divided into two important and relatively independent parts: (1) the professional relationship and (2) the personal relationship.

The professional relationship involves how the participant relates to his/her student or supervisor as a colleague in sharing ideas and cooperating in the classroom. Style of teaching and classroom management can also affect the quality of the professional relationship.

The personal relationship dimension of the study includes ratings of participant's ease of communication, openness, and general feelings of relaxation with his/her colleague.

Because what people say and what they really think may be very different, the personal and professional relationship dimensions have been further divided into (a) direct and (b) indirect measures.

1a. & 2a. Direct Evaluations--The direct measure of both the personal and professional relationship is designed to indicate how the students and the supervisors feel publicly about their experience. This could also be termed the ego level or overt attitude.

1b. & 2b. Indirect Evaluations--The indirect measure is designed to indicate deeper feelings about the relationship--private feelings. This could be called a projective or covert measure of attitudes.

The development of teaching competencies is an important goal of the student teaching experience. These competencies include the ability to individualize, evaluate performance, manage a class, communicate, plan lessons, and organize activities as well as to develop self-confidence and a personal style of teaching.

Dimensions which stand to directly influence the individual's (1) reaction to various conditions of compatibility, (2) how much influence the level of class difficulty would have, and (3) eventual outcomes are: self-concept (personal competency and warmth), anxiety specific to student teaching, and teaching competency.

The Broverman Self-Concept Scale was administered to the student teachers to obtain scores for their feelings of self-confidence and warmth. The self-confidence scale deals with a general feeling of competence. It is not specific to teaching. The warmth scale indicates the individual's awareness and concern about friendships as well as feelings about his or her social nature.

The Teaching Anxiety Scale was administered to the students. Frequency of anxiety in three areas related to teaching were rated: being evaluated, maintaining discipline, and teaching effectively.

Students and their supervisors were asked to rate the students' improvement and final level of competence. They were also asked to rate their overall satisfaction with the student teaching experience and to rate the level of learning and the degree to which the supervisor was a model for the student. These ratings were used instead of final grades to measure satisfaction because grading standards vary widely among supervisors.

Academic Curriculum and Clinical Practicum -- Problems and Proposed Solutions in the Department of Communication Disorders -- Hampton Institute

Research Team: Deagelia M. Pena, Doris S. Jarvis, Ella M. Bowen

The study was prompted by an increasing awareness of the problems arising in a program where practical training in a clinical environment was an essential component of the program--Speech and Audiology in the Department of Speech Correction at Hampton Institute, Hampton, Virginia. The approach used was, first, to understand the problems as perceived by the college supervisors, the supervising clinicians, and the student clinicians by placing the problems in perspective--each in relation with the others, as well as with the personal characteristics and attitudes of the persons involved; and, second, to draw inferences which might lead to solutions of those problems.

In 1970, during an organizational meeting of the Council of College and University Supervisors of Practicum in the Schools, the general consensus was: 1) the school practicum is a vital part of programs that train students to become speech pathologists, 2) there are problems in school practicum which have received little attention in most training programs; and 3) there has been little or no attempt to solve these problems.

In the present study, a list of questions was formulated to provide a guide in designing the research and analysis of data.

1) What are the problems as perceived by the students? by their college supervisors? by the supervising clinicians?

2) Are the perceptions of the practicum and its problems by the three groups similar or different?

3) How do similarities and/or differences in perceptions relate to perceived problems?

4) Are there attitudes and characteristics that related significantly to the problems? and to prospective solutions?

5) Would the process of collecting information facilitate cooperation in resolving concerns?

6) What are the three most serious problems stated by the respondents?

7) What are the most likely effective solutions as inferred from data?

This study is investigatory, focusing on problems to be solved and on solutions offered by respondents. Data were gathered from each group: students, clinicians, and college supervisors.

Two problems stand out as the most serious: (1) lack of opportunity for application and(2) lack of necessary skills.

Solutions were narrowed down to two categories--more opportunity for application (rated highest from clinicians' and students' responses) and change in practicum and supervisory practices (rated highest from clinicians' and supervisors' responses).

It was suggested that solutions to problems might be more effectively sought by being aware not only of different perceptions of problems and solutions, but also of varying expectations of self and of a significant other. Data on expectations of self and others were collected from the three groups (students, supervising clinicians, and college supervisors), as were data on student skills (entry and exit skills) and student characteristics (rigidity, concern for status, internality-externality).

Responses to questions on expectations of self indicated that supervisors and clinicians expected similar things of themselves: to serve and teach students.

All three groups of respondents expected the clinicians to direct students, to serve as models, to help in planning and formulating goals, and to develop student skills. The clinicians also perceived correctly that students expected this set of behaviors from them.

Consensus was lacking among the three groups in their expectations of the college supervisors. The students (91% of responses) indicated that they expected a high degree of direction from their college supervisors. The college supervisors (83% of responses) indicated that they saw the clinicians as viewing the role of the supervisor as separate and independent from that of the clinician, reflecting little need for interaction. On the other hand, the clinicians perceived a need for interaction between themselves and the college supervisors and, to some extent, interaction among all three groups (40 + 16 = 56% of responses), at the same time recognizing the independence and separateness expressed by the college supervisors (24%).

Problems associated with the Speech Pathology Program indicated that competency-based education (CBE) might be utilized as an approach to the major problems, for instance, by converting the Speech Pathology Program at Hampton to CBE.

Competency-based education has been defined as a systematically designed educational approach which typically emphasizes the following characteristics: (1) prespecified public competencies or program goals, (2) prespecified public performance objectives, (3) actual competency demonstration, (4) detailed assessment of entering and

exiting behavior, (5) learning activities in a variety of modes offering options to students.

The objectives of CBE are usually achieved by identifying and demonstrating skills, knowledges, and attitudes in three domains:

Affective domain--Objectives which describe change in interest, attitudes, values, and the development of appreciations and adequate adjustment.

Cognitive domain--Objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills.

Psychomotor domain--Competency objectives which include general but observable skills. Demonstration at prespecified level; the ability to fulfill a job or responsibility.

Based on the major problems identified by students, supervising clinicians, and college supervisors involved in the Speech Pathology Program at Hampton, it becomes evident that the instructional system of the Speech Pathology Program has not adhered to the basic concepts of CBE, e.g., students and supervising clinicians agree that there is not ample opportunity for practical experiences prior to their practicum experience. However, students are adequately prepared in theory. Perhaps, if a task analysis had been conducted, competencies dealing with actual performance of theory learned in class would have been identified.

If a truly CBE approach were to be followed, all goals, performance objectives, and expectations would be predetermined and public. In other words, students would be notified upon entering the program of just what is expected of them. Special attention should be given to this approach by those persons responsible for improving the Speech Pathology Program at Hampton Institute.

Measurements of Indicators of Needs, Use, and Dissemination of Health Information Among Older Black Americans: Conceptual and Methodological Problems

Research Team: Gaynell Walker-Burt, Carolyn Hagey, Gerald Gurin

The purpose of this project was to obtain baseline data on the needs for health information and on psychosocial factors influencing the use and dissemination of health information. Specifically, this project identified indicators which health educators can use in planning, implementing and evaluating health information activities. This project investigated the following indicators: (1) health status, (2) health behavior and beliefs, (3) use of health informational services, (4) psychosocial issues influencing black elderly behavior: attitudes toward death and dying, coping behaviors and life satisfaction.

As the elderly population becomes increasingly larger it is only conceivable that they will comprise a greater portion of those individuals seeking health services. In order to provide the kind of educational information essential for assisting the black elderly to achieve optimum levels of functioning, more emphasis needs to be placed on the collection and dissemination of relevant information. Information regarding health status, coping behavior and life satisfaction is essential to educators who are concerned with improving the quality of life among all older Americans.

Since the main objective of this project was to obtain baseline data for a larger study and to pretest the research instrument, no attempt was made to achieve a probability sample. Data were collected on 120 black elderly (ages 65 years and older). Sixty of the elderly resided in Hampton and Newport News, Virginia, both small cities with populations less than 120,000. The remaining sixty older black Americans were residents of Ann Arbor and Ypsilanti, Michigan, two cosmopolitan university cities. Subjects within each sample attended senior citizens' centers located in their respective cities on a regular basis for purposes of obtaining nutritional meals and participating in planned recreational and educational activities.

This report highlights the preliminary analysis of two major areas in this study: Dissemination of health information and psychosocial issues. All other data are in the process of being analyzed.

Preliminary analysis revealed a general trend for older black Americans to obtain health information from three primary sources: senior citizen centers (86%), television (63%), and friends (53%). Since the sample was primarily drawn from centers catering to the needs of the elderly, the high percentage of respondents indicating that they received health information from these centers may be

somewhat misleading with respect to primary health information resources used by the general population of Black elderly.

Preliminary analysis of the data also revealed a general trend of black elderly to have positive attitudes toward death and dying (52-86% of responses to Death and Dying Inventory were positive). However, 42% of the subjects made negative statements in response to the open-ended questions.

When coping behaviors of the respondents were examined, it was found that 85% of them employed coping behaviors such as "faced problems squarely" and did something about the problems, 62% talked to friends or relatives, and 90% used prayer. In addition, 76% of the respondents are relatively satisfied with their lives.

These preliminary findings suggest that direct questioning is a valid way to measure these issues.

Chapter VI

Impact of the Hampton-Michigan Project at Hampton Institute

This section of the report reflects the views of the Hampton Coordinator relative to the impact that the project had at Hampton Institute. Both the institutional impact and the impact on the nine participating faculty members will be addressed.

An essential purpose of Hampton pairing with The University of Michigan to implement this experimental program for training minority and women researchers was motivated by the need to increase the involvement of Hampton Institute faculty members in the conduct of research and related activities. At Hampton Institute, it is generally recognized that research has a secondary or tertiary role when compared with teaching and service activities. The involvement of faculty members in R & D activities has not clearly been a part of the reward structure at the institution. Hence, the Hampton-Michigan Project for training minority and women researchers constituted an attempt to do something to increase such involvement. The impact at Hampton Institute has been at two levels: at the institutional level and at the individual level. At the institutional level, the involvement of faculty members in this new and experimental program has functioned as a catalyst and has subsequently focused considerably more attention on research prospects on the part of Hampton Institute's administration. It was anticipated that Hampton participants would become motivated to seek other sources of funding as a result of their involvement in this endeavor. To some extent this has indeed been accomplished by several of the Hampton participants.

At the institutional level, the activities of the faculty research committee have been significantly influenced by both Dr. Ronald Braithwaite and Dr. Linda Petty, who served as secretary and chairperson of the Faculty Research Committee during the life of the Hampton-Michigan Project. The joint occurrence of this funded project and the leadership role played by these two persons on the Faculty Research Committee has functioned to improve the internal management activities of the Faculty Research Committee. Specifically, many of the ideas that were informally collected from both Hampton and University of Michigan participants regarding trends in research and the implementation of research and development activities at the higher education level have indirectly assisted the committee.

Secondly, this project has drawn the attention of the personnel within the development office and has resulted in their staff becoming more cognizant and aware of faculty interest in research opportunities. Specifically, as a result of this project, Mrs. Joyce

Taylor, Hampton Institute's federal relations officer, has intensified her dissemination of research opportunities not only to the Hampton faculty participating in this experimental program but also to other faculty members who have expressed an interest in research. Hence, the dissemination activities of the development office have intensified with the inception of the Hampton-Michigan Project. Among the nine Hampton participants, five have been funded by various sources to further conduct R & D activities. These sources of funding will be individually described in the following section that profiles each of the Hampton faculty members.

At the institutional level this project has stimulated an increased awareness regarding constraints to the conduct of research. Specifically, the lack of "released time", given the heavy teaching load at Hampton, was a problem and created time constraints and limitations. Furthermore, the project has created an atmosphere which suggests that all research need not be funded and that small pilot studies can be conducted with limited resources.

In general, the overall impact at the institutional level has served to increase the awareness of faculty members of the importance and viability of engaging in some research activities. On May 11 and 12, 1979, Hampton Institute co-sponsored, along with four other Virginia-based institutions, the second regional conference of Division G -- Social Context of Education of the American Educational Research Association. This conference was a major undertaking for Hampton Institute. The focus of the conference was on Pluralism in the American Society and Education: New Directions, dedicated and a tribute to the late Dr. Margaret Mead, a world renowned anthropologist and researcher. During this conference more than ninety papers were delivered dealing with multi-cultural aspects of multicultural education, pluralism, and planned change in education. Additionally, Dr. Carolyn Cooper chaired a presentation symposium which included six of the Hampton-Michigan project teams presenting preliminary conceptualizations of their research designs. Both the program and the program abstracts are included in the appendix of this report. Finally, at the institutional level it is important to note that the Vice President for Academic Affairs at Hampton Institute has begun the planning process for the development of a Research and Development Center. While no causal link to our project is implied, the timing of this new area of focus for Hampton Institute and the presence of the Hampton-Michigan project are mutually reinforcing.

IMPACT ON PARTICIPANTS

Dr. Linda Petty

Dr. Linda Petty joined the project with an interest in developing knowledge about cognitive style literature. The project has enabled Linda to more effectively collaborate with faculty members at Hampton on research projects of interest. Drs. Petty and Braithwaite have collaborated in developing an evaluation system

for training in stress management skills. A proposal was developed and submitted to the Commonwealth of Virginia Community Services Continuing Education Program at the University of Virginia. A total project cost of $20,315.00 was funded, and this twelve-month project officially began on May 1, 1980. As a result of the Hampton-Michigan Project, Linda has been able to effectively establish links with other professionals interested in doing psychological research. Secondly, during the Hampton-Michigan project Linda served as both secretary and chairperson of the Faculty Research Committee at Hampton Institute. In this role, she was able to integrate some of the ideas which surfaced through involvement in the Hampton-Michigan Project. During the 1979-80 academic year, Dr. Petty received tenure in the Department of Psychology.

Finally, Dr. Petty has strengthened her quantitative skills through enrollment in a survey research course at The University of Michigan (Summer 1979).

Dr. Patrick Lewis

Dr. Patrick Lewis' previous involvement in research activities has been primarily with historical research projects. The Hampton-Michigan Project has enabled him to sharpen the focus of his research interest and, consequently, he has expressed interest in developing other related research projects. Dr. Lewis' involvement has been affected in two ways: (1) He received a grant from the Faculty Research Committee in the amount of $1,095.00 to augument his involvement with the Hampton-Michigan Project. With the grant from the Faculty Research Committee, he received support to conduct research in Jamaica along with his colleagues from The University of Michigan. (2) Dr. Lewis has applied for and received a sabbatical for the 1980-81 academic year, at which time he will further his research interest and the study of Social and Economic Implications of Teacher Training in Jamaica, British West Indies. Dr. Lewis was awarded the Mary F. Lineback distinguished faculty teaching award in June 1979. He received tenure during the 1980 academic year.

Mr. Ross Boone

Mr. Boone came to the project with a research interest in doing comparative studies on the effect of terminal performance objectives on student achievement in the instruction of science for teachers. Mr. Boone's interest and involvement has had a significant impact on his allocation of time to research activities. Specifically, after a period of procrastination, Mr. Boone has completed his course work for the doctoral degree and has collected data for completing his dissertation. His involvement with this project has made a positive impact on Mr. Boone, and he now is in the final stages of writing his dissertation at the University of Virginia. Secondly, Mr. Boone's involvement in the project has facilitated his acquisition of a new position as assistant to the Dean of the School of Education at Old Dominion University, Norfolk, Virginia.

Mrs. Shirley Sherman

Mrs. Sherman's involvement in the project has stimulated her to focus more sharply on the conceptualization of her research interest for the doctoral degree. Currently, she is a doctoral student at the University of Virginia and has completed all course work. Her involvement with the Hampton-Michigan Project has assisted her in improving her quantitative skills and knowledge of statistics. During the summer of 1979 she greatly benefited from a research and statistics course.

Mrs. Sherman expressed strong interest in further involvement with research and plans to submit a proposal to the Faculty Research Committee for funding.

Mrs. Bonita Toler

Mrs. Toler joined the project with relatively limited experience in research. However, as a classroom teacher at the Hampton Non-Graded Laboratory School, she was able to collaborate with The University of Michigan team members and design a study dealing with play and fantasy in young children. Mrs. Toler was unable to spend the entire project period as a participant, since she became married and left Hampton for Germany with her husband. Bonita Toler received a $1,500.00 grant from the Faculty Research Committee to augment her involvement with the Hampton-Michigan Project.

Dr. Carolyn Hagey

Dr. Hagey joined the project with an interest in conducting research on the elderly. She had expressed strong interest in research activities, and the Hampton-Michigan Project provided a vehicle for doing research. During her involvement with the project, she received a Faculty Research Grant to augment and support a related research project. She has participated in several professional meetings at which she presented preliminary results of her research in gerontology. She received a special fellowship to attend a summer workshop at the Institute for Social Research -- The University of Michigan. Her involvement in this course enabled her to obtain a special certificate in gerontology from The University of Michigan/Wayne State University Gerontology Program. Dr. Hagey's knowledge of computer programming and sampling techniques has been improved substantially. She is an extremely ambitious person and has now accepted employment with the Veterans Administration as a Speech Pathologist in Richmond, Virginia. Furthermore, Dr. Hagey has collaborated with her department chairman, Dr. Robert Screen, in the design of a training program for undergraduate students. This project was funded by the Bureau of Education for the Handicapped at $150,000.00 over three years. Dr. Hagey was principally responsible for drafting the evaluation section of the proposal.

Dr. Roberta Morse

Dr. Morse joined the project with an interest in doing research in stress and anxiety. She has been substantially influenced by her involvement in this project and has consequently had increased opportunity to interact with more of her colleagues at Hampton. Such interaction has assisted her in her personal growth and self-confidence for engaging in research

Dr. Morse has presented two papers at professional conferences regarding her research; she has also served as a reviewer for a recent publication in psychology. Dr. Morse has expressed, as a result of this project, strong interest in research and has consequently applied for and received a Rockefeller Foundation Post-doctoral Research Award for the 1980-81 academic year. She will conduct mental health research at the Institute for Urban Affairs and Research at Howard University during the 1980-81 academic year. Additionally, Dr. Morse did receive during the 1979-80 academic year a $735.00 award from the Faculty Research Committee to augment her research with the Hampton-Michigan Project.

Mrs. Doris Jarvis

Mrs. Jarvis joined the project with a relatively limited background in social science research. She has collaborated with another colleague in the Department of Communication Disorders, and they have submitted a proposal which was funded by the Faculty Research Committee. She will study problem solving techniques, coping skills and achievement motivation among college students. Mrs. Jarvis also enrolled in course work at The University of Michigan during the summer of 1979. As a result, her skills in research design and statistics have improved substantially.

Mattie Pleasants

Mattie Pleasants came to the project as a doctoral candidate who had completed all of her course work and was in the process of collecting data for her dissertation. She expressed strong interest in having an outlet to enhance her research skills, specifically, in the area of quantitative analysis. Her research involved the use of a case study methodology, and she was interested in comparing her data base with a national sample which had been collected by the Institute for Social Research, The University of Michigan. The research focused specifically on friendship and kinship activities and social networks used by elderly subjects. During the summer of 1979, Mattie enrolled in two research-oriented courses at The University of Michigan. Currently, Ms. Pleasants has resigned from Hampton Institute and will return to Massachusetts to complete the dissertation. Also, she has accepted a position at Wellsley College in Massachusetts.

Chapter VII

Program Evaluation

The evaluation of the Joint Hampton-Michigan Program will focus on evidence of whether or not the Program was able to meet its stated goals. No statistical analyses will be presented, since there were only 15 junior participants. Hence the presentation will be primarily descriptive. In addition, the discussion of the effectiveness of the three different types of teams will be presented in case study form.

This chapter is organized into five sections. The first section summarizes the Program objectives, describes the evaluation instruments used, and provides some information about the Program participants. The second section examines the general structure of the Program--types of teams, time frame, budget, constraints--and how this could be changed to better meet the needs of the participants. The third section examines each of the individual Program goals and the evidence indicating whether or not these objectives were met. The fourth section describes the three types of teams and how well each team was able to meet the team goals and individual goals of the participants. The final section addresses the issue of whether or not the team members have increased their participation in educational research.

Program Goals, Evaluation Measures, and Participants

The goals of the Joint Hampton-Michigan Program as stated in the proposal were:

1. To provide research training and collaborative support for the research efforts of the junior participants (nine members of the Hampton Institute Faculty, three junior members of The University of Michigan faculty, and three graduate students at The University of Michigan).

2. To sensitize members of the faculty of The University of Michigan to the training needs of minority students preparing for careers in Black Colleges and other primarily undergraduate colleges.

3. To ensure that the participants' views are considered in the operation of the Program.

4. To assist the participants in identifying opportunities for employment, advancement, and future funding for their research.

5. To produce useful research results reflecting the contributions and concerns of minority and women participants.

6. To investigate the effectiveness of three different research training models.

Evaluation Instruments

The original design for the evaluation of this Program called for five different interviews with each of the participants during the eighteen-month period of the Program. Scheduling problems and time constraints of the participants and staff members made this plan unrealistic. Therefore questionnaires and other instruments were used in place of some of the interviews.

Each of the instruments is described below. Copies of the instruments can be found in Appendix B.

1. Initial Questionnaire: After being selected for the Program and before the initial Program meeting in December, each participant filled out a questionnaire designed to determine what type of research training the participants had, what they felt their training needs were, what their goals for the Program were, and what they perceived to be the barriers or constraints in their present situation which were preventing them from engaging in research activities.

2. Participant Logs: Each junior participant was asked to keep a log of his/her project activities. Participants were also asked to record critical incidents in these logs; they were to describe any situations which they felt had an impact on the project in terms of facilitation or hindrance. It should be noted here that many participants disliked keeping a log and found it to be one more task impinging on their research time. In addition, few participants actually recorded any critical incidents. The logs tended to take the form of a month-by-month summary of the team's research activities.

3. Semantic Differential: A semantic differential was administered to all participants at the conclusion of our initial meeting in December, 1978. The concepts evaluated included "research", "your ability to conduct research", and "the Joint Hampton-Michigan Program". Thirty-six adjective pairs were selected primarily from the evaluative domain (Osgood, Suci, & Tannenbaum, 1957) to be used in the instrument. This instrument was administered to the junior participants for a second time in June of 1979, at the beginning of the summer session. Finally, all participants again filled out the instrument in the spring of 1980 (third administration for junior participants; second administration for senior participants). Unfortunately some of the 1980 semantic differentials from the Hampton participants were apparently lost in the mail. However, complete data were obtained in June 1979 when all of the participants were in Ann Arbor. This instrument was used to measure any change in the attitudes of the participants during the time of the Program.

4. Goal Attainment: (Kiresuk and Sherman, 1968)

At our initial meeting in December, each team was asked to specify three goals for its project in addition to planning and designing their study. For each of these goals, the team specified five degrees of attainment ranging from the "most unfavorable outcome thought likely" to the "best anticipated success thought likely." These levels of attainment were specified in behavioral terms. For example, several teams indicated scholarly publications as a team goal. In this case the most unfavorable outcome might be no publications at all, while the best anticipated success might be two articles accepted for publication in juried journals. These team goals were typed and returned to each participant in April 1980 at the conclusion of the Program. Each participant was asked to circle the level of attainment achieved by the team for each goal. In addition to the goal attainment instructions, copies of the individual team goals can be found in Appendix A.

5. Time Distribution Sheets: For the three semesters covered by the Program (fall 1978, winter 1979, fall 1979), junior participants were asked to fill in a time distribution sheet. On this sheet, the participants were asked to indicate the approximate number of hours per week they devoted to activities such as teaching, counseling, administration, research, and public service. This instrument was used to determine if there was any change in the proportion of time devoted to research activities during the course of the Program.

6. Interviews: All of the participants were interviewed during the spring of 1979. The questions asked were designed to assess whether or not the Program was meeting the expectations and needs of the participants, how the participants viewed the work of their team, and what they liked and disliked about the structure of the Program.

7. Final Questionnaire: A final questionnaire was sent to all junior participants in February 1980. Participants were asked about any contacts they had made as a result of the Program which might be useful to them in terms of future career goals and/or research endeavors, how much input they had to their project, and whether or not they had acquired any new skills as a result of the Program.

Of the evaluation instruments used for this Program, the most useful was the Participant Interview. The interview provides a situation in which the participant can interject useful comments not directly relevant to the question asked, but useful to the evaluation of the Program. In addition, the interviewer can ensure that each question is understood and can elicit elaborations of responses which are not clear. The difficulty with the interview is that it requires a great deal of staff time not only to conduct the interviews but also to transcribe the tapes of the interviews.

Questionnaires were most useful for eliciting short answers. Participants are not likely to invest a lot of time in writing elaborate responses. The questions need to be clearly worded to ensure that the participants will understand the point of the question. Vague questions are likely to elicit vague responses. Hence, questionnaires seem most appropriate for addressing very specific issues. In addition, it should be noted that participants appear to be more willing to fill out questionnaires at the beginning of a Program than at its end.

The usefulness of the participant logs is questionable. Participants resented having to keep a log, and several of the Program participants did not keep one. Furthermore, among those who did keep a log, very few noted any critical incidents which they felt were particularly important for the success of their project. In general the logs were chronicles of the team's research activities. The logs do provide a useful reference for non-team members who are interested in finding out exactly what the team did. However, it is not clear if this outcome is worth the annoyance of the participants who resented keeping the log.

The time distribution sheets provided a useful means of getting a glimpse of the participants' professional activities. In addition, the instrument takes only a few minutes to complete. The major difficulty in using this instrument concerns its reliability. However, since only the total amount of time in each gross category was examined rather than specific activities within a category, it is expected that the results are fairly reliable.

The semantic differential was of limited usefulness in the Program. The participants in the Program started with very high ratings, so that there was little room for change. The use of 36 adjective pairs is not recommended for future studies. Participants tend to find the task quite tedious, and the reliability of their responses becomes questionable. It would be better to select a small subset of 10 or 15 relevant adjective pairs. Irrelevant adjective pairs, such as High-Low, are likely to elicit neutral responses which are not informative. Another problem with using the semantic differential concerns statistical analysis. Nonparametric tests are recommended for this instrument. Such tests are likely to possess low power with a small sample size.

Finally, the Goal Attainment Scale appears to be a promising and useful instrument for evaluating programs of this type. There are some problems with using this instrument which can be overcome by careful instruction and supervision. Some of the participants did not clearly understand the task from the instructions which were given. A major problem concerned defining the levels of attainment along a single dimension. For example, for one goal the expected level of success might involve the completion of the dissertation, while a higher level of attainment for the same goal might involve the participants' gaining knowledge regarding the research problem. In this way, the higher level of attainment (team

knowledge) does not necessarily mean the team has accomplished the lower levels of attainment (e.g., completing the dissertation). It is important to have the participants describe the levels of attainment in such a way that, if a particular level is attained, all lower levels will have been achieved or surpassed.

The second problem in using the Goal Attainment Scale concerns having the participants set realistic goals and levels of attainment. In some cases, the goal that a team listed as the "most unfavorable outcome thought likely" (level 1) should perhaps have been listed as the "expected level of success" (level 3). For example, in one year it is somewhat unrealistic to expect to have enough time to design and conduct an elaborate study and to be able to finish the analysis and submit an article for publication. For one team conducting such a study the expected level of success was completion of three articles--which seems a bit unrealistic. By examining the goals that were attained, it appears that the participants were most realistic in setting goals concerning training (e.g., learning about multivariate statistical techniques) and data collection. The most unrealistic expectations of attainment were set for goals concerning publications, proposals, and conference presentations. In general, if these problems can be overcome by more careful instruction, the Goal Attainment Scale should provide a useful means of ensuring that the needs of the participants are recognized and that the Program meets these needs.

The Participants

The initial questionnaire and participant interviews provided information concerning the entry level skills and work situations of the participants. The three groups of junior participants--Michigan graduate students, Michigan junior faculty, and Hampton junior faculty--will be described separately.

Michigan Graduate Students. Each of the graudate students in the Program was working at a job within the University. One student was a faculty member from the School of Nursing who was on leave to finish her dissertation. The second graduate student was employed as the Assistant Director of the Coalition for the Use of Learning Skills. The third graduate student was a graduate assistant in the Physical Education Department extensively involved in student teacher supervision and the teaching of departmental courses. All three graduate students were at the dissertation level and had had courses in statistics, research design, and research methods. Two of the three graduate students had minimal experience working on research projects, while the third graduate student had conducted several surveys. Each graduate student hoped to finish his/her dissertation with the help of the Program and to learn more about the process of conducting research.

The graduate students mentioned several barriers facing their present research efforts. These barriers included lack of time, little peer support and involvement, and financial constraints. All three graduate students felt that research was expected and supported

in their work settings. If they could design their own jobs, they would prefer to spend 40-50% of their time on research, with the rest of their time devoted to teaching or administration. During the fall term 1978, the graduate students spent an average of 51.33 hours per week in work-related activities of which an average of 24.3% was spent on research activities.

Michigan Junior Faculty Members. Of the three Michigan junior faculty members, one was from Education, one from Psychology and one from Nursing. Two of these junior faculty members had Ph.D. degrees, while the third had an Ed.D. Each had taken graduate courses in research design and analysis and had experience in working on several different research projects. The major project goal mentioned by these junior faculty members was to complete a collaborative research project. The barriers impeding their own research efforts in their work setting involved lack of time and lack of support from other faculty members. These junior faculty members indicated that research was an important part of their jobs and essential to promotion. Given the opportunity to design their own jobs, two of these faculty members would spend 50% of their time on research, while the third faculty member would spend 70% of her time on research. In describing their work activities during the fall term 1978[1], these faculty members reported an average of approximately 55 hours per week spent on work activities, of which about 43.5% was devoted to research and about 16.5% to teaching.

Hampton Junior Faculty Members. Four of the nine Hampton junior faculty members had Ph.D. degrees. They had taken several graduate research courses and had been involved in several research projects in addition to their dissertations. One of the five other faculty members had had no course work in research methods. All had completed a master's thesis. Two of the five faculty members with M.A. degrees had been involved in several research projects, while two others had taken part in several applied studies. In general, the goals of the Hampton faculty members included: enhancing their research skills, completing a specific project, and publishing the results of their project. The perceived barriers to the research efforts of the Hampton faculty included not enough time (many of these faculty members teach four courses in addition to serving on committees and counseling students), lack of financial support, and lack of facilities. In general, the Interviews with Hampton faculty members revealed that teaching is the top priority at Hampton Institute. A substantial research program is not expected of faculty members, since they do not have enough time to participate in such activities. However, all of the participants felt that there should be more support for conducting research at Hampton. Given the opportunity to design their own jobs, seven of the nine faculty members stated that they would like to spend 50% or more of their time on

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[1]Note: Only two of these junior faculty members turned in time distirubtion sheets for the fall term 1978.

research. As characterized by the time distribution sheets for fall 1978, Hampton faculty members spend an average of 66.5 hours per week on work activities of which 43.67% of the time is spent on teaching functions and about 11.44% on research.

Hence the Hampton faculty members work more hours per week than do the Michigan faculty members, and the bulk of their time is spent on teaching, administration, or committee work. Hampton faculty members would like to engage in more research activities, but there is no time and no pressure to do so. Although Michigan junior faculty members do not have as much time pressure as do the Hampton faculty, they face the pressure of "publish or perish." Hence, in designing a research project there is much more pressure to make sure that the results will be publishable. It is quite possible that this pressure may lead to more conservative research endeavors on the part of junior faculty members at research institutions.

One final note of interest concerning the entry level skills and needs of the participants is that, although almost all of the participants had had numerous graduate courses in research design and statistics, 13 out of the 15 junior participants felt that they needed more training in this area.

Evaluation of the Structure of the Program

The proposal for this Program suggested that the teams work on secondary data analysis or replications of studies already completed at The University of Michigan. These types of projects were suggested as most appropriate because of the short time frame of the Program, and because such projects would not be as expensive as full scale projects. However, eight of the teams chose to develop original research projects requiring the collection of data. This resulted in Program pressures on time and budgeting. There was barely enough time to plan the studies before it was necessary to begin collecting data. Unfortunately, in a few cases, this resulted in the Hampton participant not playing a very active role in the initial planning phase. At least three of the junior participants and two senior participants felt that they needed more time in the beginning to plan the study together. If future programs of this type are to involve the development of new research projects, it would be better to have the participants spend a week or two together in the planning phase to put together the design and instruments. Furthermore, the development of new research projects seems to provide the junior participants with more opportunities to learn about the process of conducting research than do projects involving secondary data analysis. For example, the participants in this program did play a very active role in defining the research problems, searching the literature, designing the studies, selecting and developing research instruments, data collection, data coding, data analysis, and reporting research results.

All of the participants felt hampered by time constraints. The Program did not provide for released time during the academic year because it was expected that the participants might find ways of integrating their research activities into their regular schedule so they could continue to conduct research without the support of a program. Most of the junior participants seemed to feel pressured to make time to conduct research, yet the time distribution sheets indicated that the junior participants did not really increase the proportion of their work time devoted to research activities. Furthermore, most of the participants did not feel that the Program helped them to use their research time more effectively. At least five of the participants felt that they could have done a better job if they had been given released time. Yet somehow the participants managed to complete quite ambitious research projects. Perhaps the teams would be further along if the junior participants had been given released time; however, in most cases, the bulk of the work has been completed. Hence, it does not appear that released time is essential to the Program. However, aside from the issue of released time, six of the participants felt that a Program of this type should encompass at least a two-year period.

The success of the projects may be due in part to support personnel. Five of the projects involved colleagues, graduate students, or undergraduates assisting in the data collection or coding phases. The Program attempted to provide some financial remuneration for these support personnel where possible, but the Program was not really designed to provide a large staff of support personnel. Several of the Hampton participants found assistants who were willing to help with data collection without pay.

Several of the senior faculty members in the Program felt that the Program did not address the problem of institutional constraints impeding the research activities of faculty members at small colleges. These faculty members felt that it is almost impossible to do research in a setting which provides few resources to support research efforts and demands that a large proportion of the faculty member's time be devoted to teaching. The three faculty members who expressed this view were amazed at the amount accomplished by the different teams. It appears that two of the major factors contributing to the success of these teams were the motivation of the participants and the support provided by the team. There is not much that N.I.E. or this particular Program can do to overcome the institutional constraints facing the faculty. Only one institutional change occurred as a result of the program at Hampton Institute. Hampton Institute's Laboratory School is now providing released time for its faculty members who wish to engage in research activities. One can only hope that the participants of this project might get together with other faculty members who wish to do research in order to develop plans for meeting their research needs within their academic environment. For example, a given department might work out a plan whereby faculty members take on an extra heavy teaching load one semester followed by a lighter teaching load the following semester. Another plan might be to give students course credit for helping with research projects. The Joint Hampton-Michigan Program seems to demonstrate that it is not impossible to conduct research at a small institution, although it is certainly more difficult than at a major research institution.

In addition to time constraints, the participants viewed the distance between the two institutions as a major disadvantage. Twelve of the participants mentioned distance as a disadvantage of the institutional pairing. In addition, nine participants felt that the distance led to difficulties in communication. Trips between the two institutions were quite expensive and required a major allocation of time. Future programs of this type might benefit from choosing institutions which are located closer together. If the institutions were within three hours driving time of each other, more frequent visits might be possible at less expense.

Eight participants suggested that future programs of this type consist of teams of three or more members. Several Hampton participants mentioned that they felt somewhat isolated, since no faculty members at their institution were working on similar research problems. In order to have someone available to consult with and to share the research tasks, it would be better to have at least two people at each institution working on each project. Although telephone contact among the participants was supportive, several participants indicated it would be more useful to have a team member available for immediate consultation.

Four of the participants mentioned that they felt a bit uncomfortable with the interdisciplinary nature of their teams. Although these four people represent a fairly small percentage of the participants, they come from four different teams. Those who mentioned this problem felt they should have been paired with persons with backgrounds more similar to their own. Interdisciplinary research may represent a more difficult task than does collaborative research with colleagues having similar backgrounds, because it requires more time to learn the concepts, research goals, and methods of the other discipline. It may be wise to avoid grouping participants from disparate areas together in training programs of this type. However, an interdisciplinary project might be a useful training device for more advanced researchers.

Finally, several participants felt it was more appropriate to have junior faculty members rather than graduate students on the teams. Those who commented on this issue indicated that graduate students tend to get too fixed in their ideas about what research they want to do. Consequently, graduate students sometimes tended to be less flexible in accommodating their research interests to those of other team members. In addition, several participants felt that the graduate student's overriding concern with completing the dissertation tended to detract from the learning experience provided by the team project. However, all of the graduate students felt that future teams should include graduate student participants. This viewpoint was shared by two Hampton participants who worked on teams involving students. More information on the effectiveness of such teams will be required to resolve this issue.

Evaluation of Achievement of Program Goals

In this section the first five goals presented earlier in the chapter will be discussed separately. Data from the various instruments will be used to assess the extent to which each goal was achieved. The following section will specifically address the differential effectiveness of the three training models used in the Program.

Goal 1. To provide research training and collaborative support for the research efforts of the junior participants.

Much of the research training of the Program participants was expected to result from the process of planning and carrying out a research project. Seven of the nine research teams actually collected data and worked on data analysis. For four of these teams, data were collected both in Virginia and in Michigan.

Additional training was provided by the summer courses offered at The University of Michigan. All of the Hampton junior faculty members enrolled for the summer session at The University of Michigan in Ann Arbor. One of the Hampton junior faculty members learned about biofeedback techniques from a Michigan faculty member who had worked extensively in that area. Several of the other junior faculty members attended classes given by the Survey Research Center of the Institute for Social Research. In addition, informal presentations were sponsored by the Program, covering topics such as Data Analysis Strategies and Grantsmanship.

All of the junior participants who responded to the final questionnaire indicated that they had learned a great deal about the process of conducting research as well as acquiring specific research skills. For example, four of the junior participants learned how to design and conduct interviews. Five other specifically learned about questionnaire construction for different types of populations.

Fourteen of the 15 junior participants expressed a favorable opinion towards collaborative research during their interview. Each of these 14 participants indicated that collaboration with the team had facilitated their project. In general the participants felt that each member of the team had a different area of expertise and a different perspective to contribute to the project. In addition, six of the participants felt that they derived emotional support from their teammates. One other junior participant felt that the group served a motivating function in providing definite deadlines and a sense of responsibility to teammates.

In general, all of the participants felt that they had acquired valuable skills and research experience from the Program. All of the participants except one member of a dyad felt that the collaboration with colleagues had been very useful.

Goal 2: To sensitize members of the faculty of The University of Michigan to the training needs of minority students preparing for careers in Black colleges and other primarily undergraduate colleges.

The Michigan senior faculty members who participated in the Program were somewhat unusual in that they already had some awareness of the difficulty of conducting research is small colleges. This awareness was sharpened by visits to Hampton Institute and a presentation given by the Hampton participants on teaching in Black Colleges. However, the Program did more than sensitize the Michigan senior faculty to the difficulties of conducting research in small colleges; the Program demonstrated that with some support it is possible to conduct high-quality research in such an environment. Several faculty members initially expressed the opinion that it is impossible to conduct good research in an environment with few research facilities and a mean teaching load of four courses. These faculty members were amazed at the accomplishments of the Hampton participants. To quote one senior faculty member, "the project was 500% better than I thought it could possibly be." The success of these research projects seemed to result from many factors, including a high level of motivation on the part of the participants, the willingness of colleagues and students at Hampton Institute to help with data collection, and the willingness of the people both at Hampton Institute and in the surrounding community to take part in the studies. The experiences of the Hampton faculty members will help the Michigan senior faculty members in preparing their students to take advantage of some of the assets of small colleges in facilitating their research endeavors. Thus this goal seems to have been achieved for The University of Michigan participants, but not for faculty members outside the Program.

Goal 3: To ensure that the participants' views are considered in the operation of the Program.

Throughout the course of the Program, the Program Directors and Research Associates tried to maintain close contact with the junior participants in order to facilitate their research efforts. Any suggestions that the participants had for altering the operations of the Program were seriously considered and usually implemented. During the spring interview, all participants were directly questioned concerning any changes in the operation of the Program that they felt would improve the ability of the Program to meet their needs. In addition, the format for the summer activities of the Program was derived from the suggestions of the participants. In response to a question on the final questionnaire, all participants indicated that they had had considerable input into their team's project activities. In general, this goal was achieved.

Goal 4: To assist the participants in identifying opportunities for employment, advancement, and future funding for their research.

The issue of future research funding was addressed in two ways. First of all, Dr. McKeachie gave a special seminar on Grantsmanship

during the summer program. Different sources of research funding were identified, and tips on how to write a successful grant proposal were given. The Hampton participants who were able to attend the seminar found it very useful. The second approach to this issue involved encouraging the teams to apply for grants. Two of the Hampton participants applied for and received financial support for their research projects from the Hampton Institute Faculty Research Committee. Two of the Michigan junior faculty members applied for and received faculty grants to help subsidize their research projects. In addition, two of the graduate students applied for Rackham Dissertation Grants. However, neither of these proposals was funded.

Another indication of the success of this effort is that members of one team are now in the process of writing a grant proposal that they plan to submit to N.S.F., while another team is in the process of planning a long term collaborative project. Two other Hampton participants have submitted grant proposals, while a Michigan junior faculty member has received approval for federal funding of a new project.

We hoped that future career opportunities for the participants might open up through contacts they made through the Program. In addition to the contacts made at The University of Michigan and Hampton Institute, three of the junior participants gave presentations at national conferences which would give them an opportunity to meet other researchers working in their area of interest. One other graduate student participant was offered a faculty position at an institution in which she was collecting data.

Another interesting development which may or may not be related to the Program is that, of the nine Hampton participants, two have taken jobs at other institutions, one has returned to graduate school to finish her dissertation, and another has been awarded a Rockefeller Postdocotral Fellowship to conduct further research related to her team project. Thus the Program seems to have been useful in the career development of the participants.

Goal 5: To produce useful research results reflecting the contributions and concerns of minority and women participants.

As is evident from the reports in Volume 2, the Joint Hampton-Michigan Program has produced research results. Seven of the nine research teams collected and analyzed data. The reports from two of these teams were accepted for presentation at national conferences. The acceptance of these research papers at national conferences attests to the usefulness of the research results. Most of the teams, including the two that have given conference presentations, will be submitting articles to juried journals. The value of the Program's research results will then be judged by experienced researchers in each area. In addition, one of the graduate students completed her dissertation in the fall of 1979, using the data from her team project. The other two graduate students are currently writing their dissertations and expect to be ready for an oral defense sometime during the coming academic year.

Evaluation of Three Models of Training

This next section will discuss the differential effectiveness of the three different training models. Since there were only three teams of each type, the results will be presented in a case study type format highlighting the factors that contributed to the successes and failures of each team. Discussion of the participants' attitude change will be based on the semantic differential. Fifteen adjective pairs were selected from the list of 36 as most relevant to the participants' attitudes towards "research" and their "ability to conduct research." The adjective pairs included (each pair is ordered with the negative adjective first): Difficult-Easy, Unimportant-Important, Ineffective-Effective, Inefficient-Efficient, Hindering-Helpful, Unpleasant-Pleasant, Unproductive-Productive, Inaccurate-Accurate, Not Worthwhile-Worthwhile, Unreliable-Reliable, Unsuccessful-Successful, Uninteresting-Interesting, Tense-Relaxed, Accidental-Controlled, and Weak-Strong. The seven point rating scale was classified as 1 to 3 = negative, 4 = neutral, 5 to 7 = positive. Changes across these three sections of the scale will be discussed. However, only changes of at least two full scale points will be considered of any importance. The results from the semantic differential were not particularly striking, since most of the participants consistently rated the concepts as closer to the positive than to the negative adjective in each pair.

Dyads-Hampton Junior Faculty, Michigan Senior Faculty

Of the three dyads, only one remained a true dyad. The other two dyads involved a second Michigan senior faculty member either in a peripheral or central role. Only one of the dyads successfully completed a research project. Each of the other two dyads was affected by illness of the Hampton junior faculty member, which slowed down the work.

The role of the Michigan senior faculty member in each dyad was primarily that of an outside consultant. Each junior faculty member determined the research topic and completed most of the work independently. The senior faculty members provided useful feedback and discussions. In this way, the roles of the senior and junior persons were quite similar to the roles of graduate student and dissertation advisor. Interestingly enough, the two dyads which did not get to the data collection of analysis stages focused on the dissertation topic of the junior researcher.

For the first and most successful dyad, the Hampton junior researcher selected a topic of interest to her. Through two face-to-face meetings and several phone calls, she and her Michigan senior faculty member designed an experimental study which was conducted at Hampton Institute. The Michigan senior researcher was not familiar with the selected topic, but her research experience and knowledge of experimental design proved invaluable to the Hampton participant. The Hampton participant applied for and received a faculty

grant to pay the subjects in her study. The Hampton participant and one of her colleagues conducted the entire study themselves. During the summer session, this junior participant was able to work with a second Michigan senior researcher who was conducting research in the same subject area. This senior researcher also offered some advice on the analysis of the junior participant's data. The results of this team project have been presented at a national conference. Furthermore, the Hampton participant wrote a proposal to contine her research in this area and received a Rockefeller Postdoctoral Fellowship.

In terms of team goals, this team achieved the highest level of attainment on two of its goals. The team successfully completed a study from which general conclusions could be drawn and presented these results at a national conference. A third goal involved setting up an anxiety intervention program in the dormitories at Hampton Institute. The program was to be based on the results of the study. However, the dormitory personnel felt it would not be feasible to set up such a program at this time. The individual goal of the Hampton participant involved producing a finished product that she could be proud of, and she did this. This junior participant started with a very positive attitude toward research and her ability to conduct research. However, she did move from an initially neutral rating of research to a positive rating on the scale for the adjective pairs Not Worthwhile-Worthwhile, Inefficient-Efficient, Unsuccessful-Successful, and Uninteresting-Interesting. She also changed her rating of research from negative to positive on the adjective pair Tense-Relaxed.

The second dyad focused on developing a dissertation proposal for the Hampton junior participant. As in the previously discussed dyad, the Hampton junior participant selected a topic of interest to her, and the Michigan senior faculty member did not have much experience in that subject area. However, another Michigan senior faculty member who had some expertise in the area joined the team Despite a very serious illness and period of hospitalization for the Hampton participant, the team worked together arduously. The team members developed two or three drafts of their proposal and eventually arrived at a very exciting proposal which satisfied each team member. At this point some difficulties arose when the Hampton participant presented her proposal to her dissertation chairman at another university. Although the dissertation chairman felt the proposal was quite good, he felt that the Hampton participant should be working in another subject area and assigned her a new topic. Needless to say, it was extremely difficult for the Hampton participant to have her masterpiece discarded. However, she is determined to return to the study after she completes her dissertation. This type of problem did not occur for the Michigan graduate students, since the senior faculty member on each team was also a member of the student's dissertation committee.

Despite the proposal writing difficulty, the Hampton participant in the second dyad did complete summer courses in statistics

and research methods at The University of Michigan which fulfilled her language requirement for her doctoral degree. Both the individual and team goals were not met, since the proposal had to be temporarily abandoned. However, the Hampton participant did learn a great deal in writing the proposal and feels that she can return to this study in the future. She feels that she is much more competent as a researcher as a result of the Program. In addition, on the final questionnaire she indicated that participation in the Program has increased her research activities. She stated that, "Even random reading sets off my thinking in regard to possible research projects. I have written several articles I am submitting to various places for publication."

In terms of attitudes toward research and her ability to conduct research, this participant initially had a very positive attitude and continues to have a very positive attitude. Her only attitude change involved a move from the positive to a neutral rating on the Difficult-Easy pair concerning her ability to conduct research. This change seems quite understandable, given the problems the participant encountered.

The third dyad was also involved in completing the dissertation of the Hampton participant. The Hampton participant was interested in writing up the data she had already collected and in testing out some hypotheses that had emerged from her study by using a national data set. This dyad was the only one to remain a true dyad, one in which the Michigan senior faculty member functioned as an advisor. Unfortunately, the Hampton participant was quite ill during the winter and spring of 1979 and was still weak from the illness throughout the summer. Despite this problem, she did continue to work on her own data and attended classes at The University of Michigan during the summer. Since the national data sets did not contain the necessary information to test the hypotheses developed by the Hampton participant, she worked on a quantitative analysis of a survey she had recently conducted. Her previous analyses had been primarily qualitative, so she utilized her time at The University of Michigan to examine quantitative approaches to data analysis.

Although the overall goal of completing the dissertation was not achieved, this Hampton participant did meet her personal goals of learning more about different research styles and quantitative methods. As did members of the previous dyads, this participant showed changes on a few of the scales on the semantic differential. The participant's attitudes toward research and her ability to conduct research were generally positive both before and during the Program. During the course of the Program, her rating of research on the Inefficient-Efficient adjective pair changed from neutral to positive as did her rating of her ability to conduct research on the Unproductive-Productive adjective pair. She also changed from the positive to neutral section of the scale in her rating of research on the Weak-Strong adjective pair. As a result of her experience with the Program, this Hampton participant has been motivated to return to graduate school and to finish her dissertation.

Although each dyad experienced some degree of success, this type of team was generally less successful than the other two types. Some of the difficulties experienced by these teams were purely situational as described above. However, in this type of dyad structure in which the senior researcher is primarily an advisor, if the junior participant becomes seriously ill, there is no one to help in conducting the research. Likewise, if the senior researcher becomes inaccessible for some reason (e.g., necessary travel abroad), there is no one available to guide the junior researcher. In addition, the dyads were less likely to develop a sense of being a team than were the triads.

Triad: Hampton Junior Faculty, Michigan Senior Faculty, Michigan Doctoral Student

For each of these triads, the graduate student was planning to write his/her dissertation, using the data collected by the group. One of the graduate students was looking for a new topic, while the other two students had some definite ideas about what they wanted to do. In the former case, a topic was chosen in an area in which the senior researcher had extensive background. An experimental study was designed and conducted at The University of Michigan. This study was the basis of the graduate student's doctoral dissertation. The study was then replicated at Hampton Institute. Since some of the results were questionable, a second replication was run at Hampton Institute in the fall of 1979 with a slight change in the design. The graduate student was able to complete her dissertation during the fall term, and the team is now working on writing articles and preparing a proposal for a new project. In general, the junior participants on this team viewed the role of the senior researcher as primarily advisory, helping them to do the best job they possibly could.

In the spring of 1980 when the members of this team evaluated their research goals, they felt that they had attained their expected level of success on two goals. The graduate student completed her dissertation, a team article is in progress, and the team is working on a new project. The best anticipated level of success was achieved on the third goal, learning about multivariate techniques. Several individual goals were met by the participants in that they acquired a working knowledge of the literature in the subject area, completed a dissertation, and acquired experience in conducting educational research.

The Hampton participant had a very positive attitude toward research and her ability to conduct research throughout the Program. She was already an accomplished researcher in her own area of physiological psychology, but she was interested in learning about educational research, which she did. On the final questionnaire she stated, "I now feel competent to do educational research, whereas before I did not. Now I will do educational research and research on cognitive processes as a result of this experience."

For the Michigan graduate student, research was rated as more Efficient, Successful, and Relaxed by the end of the Program, and her ability to conduct research was viewed as more Relaxed than Tense. At the end of the Program she stated that, "through participation in the project and completion of my dissertation I have more confidence in my own ability to do research." She is continuing to get involved in research projects in her faculty department. Both junior participants were very satisfied with their success on the project and are looking forward to working together on another project. Presently the team is working on writing a proposal to be submitted to N.S.F.

The second team adapted its topic to the research plan of the graduate student. The student's initial proposal was refined and expanded to include some of the concerns of the other two participants. This project involved collecting data in Jamaica, which required a great deal of paper work and administrative red tape in acquiring permission to collect the data. The Hampton faculty member received some funds from the Hampton Faculty Research Committee to help support this research. The team members just completed data collection this spring, so they are still working on data analysis. In the process of planning this study, the team conducted a very thorough historical literature search which will be submitted for publication. This team seemed to operate by assigning separate tasks to each member; one member developed a student questionnaire, another developed parent interviews, while the third member developed a faculty questionnaire.

Both junior participants were able to achieve their individual goals. The Michigan graduate student was able to learn a great deal from his team members and, with the support of his team and the Program, collected the data for his dissertation. He plans to complete his dissertation in the coming academic year. The Hampton participant learned about different research techniques and will probably publish several articles based on the team's work.

The first team goal concerned developing a long range collaborative project. The team has attained less than expected success in that it has only general ideas about this project. The best anticipated level of success was attained on the second goal. This goal involved succeeding in completing a pilot project which team members feel will be useful in generating funds for the long term collaborative project. Finally, less than expected success was attained on the third goal, which concerned production of a publishable manuscript. Some of the team's work has been written up, but a few revisions will be required before it can be submitted for publication.

In general, the Michigan graduate student had a positive attitude toward research and his ability to conduct research. However, he did view research as more Difficult than Easy by the end of the Program. The Hampton participant also had a very positive attitude toward research throughout the project. He consistently rated research as more Difficult than Easy, but halfway through the Program

his rating of his ability to conduct research changed from Difficult to Easy. His rating of research changed from neutral to positive on the Inaccurate-Accurate adjective pair and from positive to neutral on the Weak-Strong adjective pair. His rating of his ability to conduct research changed from Inefficient to Efficient and from positive to neutral on the Accidental-Controlled adjective pair.

Finally, the third team developed its project around an area of concern to all three participants. A very large project was developed which eventually involved several other academic departments at The University of Michigan and several other colleges and universities. Initially, the graduate student on this team had some difficulty integrating her own research proposal into the team project, but eventually some level of compromise was reached. A great deal of data was collected by this team, and its members are still in the process of analyzing the data. Several of The University of Michigan departments involved in this research are planning to continue to collect data on this topic next year. Hence, the team's project has been a catalyst to several new studies.

The graduate student on this team has made several useful contacts in the process of collecting data and was even offered a faculty position at one of the institutions. She expects to complete her dissertation by December, 1980. The personal goals of this graduate student have all been achieved. She has collected the data for her dissertation and is presently writing her dissertation. She has received research training, support, and collaboration from the team, and she has gained confidence in her ability to conduct research. As a result of her experience in the Program, she stated, "I am now much more interested or 'turned on' to research than I was previously." She had very positive attitudes toward research and her ability to conduct research throughout the Program. By the end of the Program she rated research as more Easy than Difficult and her ability to conduct research as more Important than Unimportant and more Relaxed than Tense. In addition, her ratings of research changed from neutral to positive on the following adjective pairs: Ineffective-Effective, Inefficient-Efficient, Inaccurate-Accurate, Unreliable-Reliable, and Weak-Strong. It appears that her experience in the Program has improved her opinion of the importance of research.

The Hampton participant on this team changed his job during the Program. He was unable to play an active role in the planning stages of the project due to time pressures and previous commitments. However, he became much more involved in the data collection and analysis stages. As a result of the Program, this participant has written two grant proposals. His ratings of research and his ability to conduct research were primarily neutral and low positive (scale rating of 5) throughout the Program. However, there were some changes in his ratings of the concept research. By the end of the Program, his ratings changed from negative to positive on the adjective pairs Not Worthwhile-Worthwhile and Unreliable-Reliable, from neutral to positive on the pair Hindering-Helpful, and from negative to neutral on the pair Tense-Relaxed.

In terms of goal attainment, the members of the team feel that they have achieved their best anticipated level of success on two of the goals. The graduate student will be completing her dissertation, and the team members have learned a great deal about the problem of interest. In addition, the research has had an impact on several of the teacher education programs involved in the study. The expected level of success was attained on the third goal, but the highest level is anticipated as the team submits articles for publication. The team is now in the process of writing articles. Aside from these accomplishments, it should be noted that the junior participants on this team felt that the team provided a very warm and supportive atmosphere.

In general, all three of these teams seemed very satisfied with their level of attainment even if there is still more work to be done. All of the graduate students felt that they not only had learned a great deal about the process of conducting research, but also they had gained confidence in their own ability to conduct research. However, each of the teams was characterized by an overriding concern for completing the graduate student's dissertation. For two of the teams this was the major focus of the study and may have served to exclude some of the interests of the other team members.

Triad: Hampton Junior Faculty, Michigan Junior Faculty, Michigan Senior Faculty.

The first team in this group focused on a particular problem at Hampton Institute for their research project. The data collection instruments were designed to collect data relevant to several issues of concern to all three participants. This team worked very hard early in the project, and all three team members helped in collecting the data at Hampton Institute. However, after the data were collected, there was a breakdown in communication and progress slowed down quite a bit. They had a great deal of difficulty coordinating their efforts after that point. The team seemed to experience difficulty in defining their roles and duties equitably. However, the group commitment did result in completion of data collection and part of the data analysis. Each of the team members hopes to write an article from the data collected. This team felt that they had achieved more than expected success on their team goal. This level of attainment required that the data be collected and analysis started but not completed.

The personal goals of the Michigan junior faculty member included learning more about conducting research and getting an article published. She feels she has learned a great deal about design and instrument selection through her experience with the team and hopes to develop an article for publication. This participant's ratings of research and her ability to conduct research were at the positive end of the scales throughout the course of the Program. She did change her rating of her ability to conduct research from positive to neutral on the Weak-Strong adjective pair.

The Hampton participant on this team had hoped to complete a formal research project which could be published as well as to increase her skills as a researcher. Her work with the team did provide her with a wealth of information about planning and designing a research project. During the early part of the summer, she took a course in statistics at The University of Michigan. By the end of the summer she was able to apply the statistical techniques she had learned to her own data, using the Michigan Computer System. Through her experience with the Program, she feels she has "learned how to set up a project, analyze data and write a comprehensive report of the results." Recently she has submitted a research proposal to the Hampton Institute Faculty Committee on Research. This participant had generally positive attitudes toward research and her ability to conduct research throughout the Program. However, her ratings of both concepts changed from the Tense end of the scale to a neutral position on the adjective pair Tense-Relaxed. In addition, her rating of her ability to conduct research changed from neutral to positive on the adjective pairs Hindering-Helpful and Unpleasant-Pleasant, and from positive to neutral on the pair Inefficient-Efficient.

The second triad of this type developed a research project based on some previous work of the Michigan junior faculty member. Each team member contributed to the study from a somewhat different perspective. The Michigan junior researcher had experience conducting this type of research as well as a thorough knowledge of the literature. The Hampton participant had little research experience, but she had a great deal of first-hand experience with the subjects of the study, preschool-age children. The Michigan senior faculty member was not familiar with the literature in the area but had some innovative ideas on how to analyze the data. This team developed a very elaborate research plan which required many hours of data collection and analysis. The Michigan junior faculty member received a faculty grant to help support the research. Data were collected in both Hampton and Ann Arbor. During the design and data collection stages of this project, the team experienced some difficulties in communication. Primarily, it was difficult to explain the nature of the research setting and procedures over the phone to the Hampton participant. In addition, the Hampton participant had not conducted any research of this type in the past and was unaware of the types of factors that needed to be controlled. More frequent site visits between the junior participants might have alleviated this problem, but this would have been difficult in view of the work load of the participants. The Hampton participant felt somewhat isolated in collecting the data at Hampton, since there was no one there to consult with face-to-face, and it was often difficult to discuss the issues over the phone. However, the Hampton participant did manage to collect most of the data with the help of some of her colleagues. During the summer this team worked together intensively developing an analysis strategy. Although some factors varied in the data collection procedures at the two sites, some relevant comparisons between the two subject populations may still be possible. The primary difficulty facing this team now concerns finding the time to complete the data analysis and to write up the results.

The first goal set by themembers of this team involved publication of the project results. They achieved the outcome which they had rated as the most unfavorable, i.e., publishing the final report for N.I.E. only. Given more time, the team expects to achieve a higher level of success through submitting one or more articles for publication. The most unfavorable outcome was achieved on a second goal which involved presentations to national conferences. No presentations have been made yet, but the team has submitted a paper for presentation at a 1981 conference. For the third goal the team achieved less than expected success in collecting the data and starting the analysis. It is evident that the low degree of attainment of this team is a function of time constraints and the fact that the team members are still working on the data analysis. Given the richness of the data collected, it is expected that high degrees of attainment will be achieved as articles are written and submitted for publication.

Both of the junior participants on this team set as a personal goal completion of a research project. That goal has been partially met. In addition, each participant felt that she had learned a great deal about the analysis of observational data through the intensive work during the summer. Both of the junior participants had generally positive attitudes toward research and their ability to conduct research. The only major change for the Hampton participant occurred on her rating of research on the Tense-Relaxed adjective pair. Her rating changed from a neutral position at the beginning of the project to a negative position by the end of her project. She consistently rated her ability to conduct research as more Tense than Relaxed throughout the Program. She also changed her rating of research from positive to neutral on the Weak-Strong adjective pair. Aside from this, on the final questionnaire she stated, "I feel that I have gained a wealth of knowledge in the how's and why's of research." The Michigan junior participant consistently rated research and her ability to conduct research as more Tense than Relaxed. In addition, the Michigan junior participant changed her ratings of research from the positive to the negative end of the scale for the adjective pairs Inefficient-Efficient and Unsuccessful-Successful. Her ratings of research changed from positive to neutral on the adjective pairs Unpleasant-Pleasant and Unproductive-Productive. These scale changes of the Michigan junior participant may reflect her concern over the difficulties the team encountered in collecting the data.

The third team of this type worked on a topic of interest to the two junior participants. The junior participants developed a very close relationship, maintaining frequent contacts throughout the project. Basically, the junior participants worked on defining the issues, and the senior faculty member worked on helping them to train interviewers and to develop an interview schedule. Interviews were conducted in Ann Arbor and Hampton. The Hampton participant was assisted by four undergraduate students who helped to conduct the interviews, while the Michigan junior participant found several graduate students to assist her. The Michigan junior faculty member was awarded a faculty grant to help support the research.

This team collected a great deal of data which will require many hours of analysis. The members presented a paper based on their results at the 1980 meeting of the American Educational Research Association. As more of the data analysis is completed, the team is planning to write several articles to submit for publication. For two of their goals these team members have achieved the best anticipated level of success. The first goal involved acquiring a basic knowledge of survey research design. The junior participants achieved their best anticipated level of success by enrolling in a special seminar sponsored by the Inter-university Consortium for Political and Social Research at The University of Michigan. The team accomplished its second goal by designing, implementing, and analyzing the results of its survey. Less than expected success was achieved on the third goal, which involved presentation of survey results at conferences. One presentation was made, based on only part of the results, and, to date, no publications have resulted from this study.

The personal goals of the junior participants were met in part. They each gained experience in collaborative research and learned a great deal about research design and analysis. The main goal which has not been achieved is publishing the results of the research. However, both junior participants are planning to write articles based on their findings. Furthermore, the Michigan junior faculty member has submitted a proposal to a federal agency and has received approval for funding. The Hampton participant felt the Program helped her to increase her research activities by providing "a viable mechanism to conduct research."

There were several changes in the semantic differential ratings of these two participants. Although the Hampton participant rated research as generally more Difficult than Easy, her rating of her ability to conduct research changed from Difficult to Easy and from Weak to Strong by the end of the project. She also changed her rating of her ability to conduct research from the Unpleasant to the Pleasant end of the scale. Her rating of research changed from positive to neutral on the adjective pair Inaccurate-Accurate and from negative to positive on the Unsuccessful-Successful and Weak-Strong pairs. The Hampton participant rated both research and her ability to conduct research as more Tense than Relaxed throughout the Program. The Michigan participant had very positive ratings for both concepts. Her ratings of research changed from neutral to positive on the pairs Unreliable-Reliable and Accidental-Controlled. These generally positive changes may reflect the effect of the strong support system developed by this team.

In general, each of these teams successfully planned a study and collected data. The major problems they encountered centered about communication and the time constraint imposed by all three team members having full-time employment. The most successful team at present (the third team) seemed to rely on a high level of communication to keep the project going.

Increasing the Participation of Women and Minorities in Educational Research

Perhaps the most important goal of this Program was to increase the participation of women and minorities in educational research. This goal is in some ways the most difficult to assess. By taking part in a study during thecourse of the Program, most of the participants did increase their participation in the research process. But will they continue to do so in the future?

In general, the Program was designed to include certain elements to ensure success. Epstein (1979) proposes three essential aspects of an opportunity structures model for postdoctoral programs in educational research which are addressed in the Joint Hampton-Michigan Program. The first aspect is an opportunity for transition. This aspect concerns integrating postdoctoral fellows with the permanent staff at the sponsoring institution and treating the fellows as professionals rather than as students. The Joint Hampton-Michigan Program was somewhat unusual in that the participants remained at their own institutions during the academic year. The rationale for this aspect of the Program is that researchers who become highly productive while being responsible only for their own research at a host institution may have problems maintaining this level of performance when they return to their jobs. The emphasis of the Joint Hampton-Michigan Program was on integrating research activities into the participant's work setting. However, it was also essential in this Program that the participants were treated as colleagues.

The second aspect discussed by Epstein is the opportunity for productivity. Although the Joint Hampton-Michigan Program had limited funds for supporting the team's research projects, the teams found alternative forms of support (e.g., faculty grants) which will still be available when the Program is completed. All of the participants had high expectations for achievement in their research activities, and these expectations were supported by teammates and colleagues. This general expectation for a high level of productivity and the support of teammates and colleagues contributed to the success of the projects. The Program was quite successful in stimulating productive team research projects.

The third aspect proposed by Epstein is the opportunity for association with other professionals both at the sponsoring institutions and at other institutions. The Program directors tried to provide professional support and interaction through frequent Program meetings at which participants discussed their research plans and any problems they were encountering. Hence, all the junior and senior participants were available for interaction. In addition to this, the participants were encouraged to attend professional conferences and, if possible, to present their own data at these conferences.

Given that the Program included all of these elements, one might expect it to be highly successful. In fact, most of the participants were extremely satisfied with the Program and were quite proud

of the work they accomplished through the Program. The Program was rated very highly on the semantic differential for all the 15 selected adjective pairs except Difficult-Easy and Tense-Relaxed. The average rating on each of these pairs was around the neutral point. There were only two out of the 15 junior participants who rated the Program as somewhat negative on any of the adjective pairs on the final semantic differential. The negative ratings of these participants primarily concerned the Efficiency and Effectiveness of the Program. Each of these participants was a member of a team that experienced some difficulties in coordinating its work.

As one attempts to predict whether or not the participants will continue to participate in educational research, it may be fruitful to examine not only the structure of the Program but also some of the intermediate outcomes which must necessarily occur before this goal can be achieved. Some of these outcomes include participant motivation, participant skills, the actual experience of conducting research, experience in proposal writing, and experience in submitting articles for publication and conference presentations.

The participants in the Joint Hampton-Michigan Program were highly motivated to conduct research at the beginning of the Program. This was evident from the positive attitudes expressed on the semantic differential, but creative research projects they proposed to conduct, and the extremely ambitious goals they set for their teams. Given this high level of motivation, why weren't the participants more involved in research to start with? In a few cases some additional skills were required, but in general the support at Hampton Institute was inadequate for the participants' needs. The interactions among the participants at Hampton helped to provide some encouragement and support. Although the Program did not provide any additional time for them to conduct research, the team structure provided some definite deadlines and structure for the participants' research activities as well as a sense of responsibility to teammates. The ultimate reward that most of the participants acquired was a sense of confidence and pride in their work. It is hoped that this internal source of reward will act as a strong motivator for future research activities.

Many of the participants in the Program already had research skills and simply lacked the time and opportunity to use them. Those who needed some additional training were also to learn from their teammates and to take formal courses at The University of Michigan. More importantly, participants were able to identify colleagues both at Hampton and Michigan who might serve as resources for future research efforts.

To be an active researcher, one must engage in research studies. In addition, the actual process of conducting a study often requires skills that can not be learned in the classroom. Almost all of the participants in the Program conducted a full-scale study for their

research project. For anyone who had not been involved in an active research program of his/her own, this experience should serve as a model for conducting his/her own research projects in the future.

Proposal writing was not a formal aspect of the Joint Hampton-Michigan Program, but it was encouraged. Two of the Hampton participants submitted faculty proposals which were funded to support their projects. Four of the Michigan junior participants submitted proposals, of which two were funded. More importantly, eight of the participants have been involved in the planning or submitting of proposals for new projects since the completion of the Program. It appears that these participants are now trying to take advantage of available sources of financial support for their research.

Finally, conference presentations and published articles are two outcomes which are expected to occur in the coming year. All of the participants seem committed to continued work with their teams in writing articles for publication. At this point it is difficult to determine whether or not participants will, in fact, complete their articles. For many researchers, writing articles is the most difficult and least enjoyable aspect of conducting research. It is hoped that the team structure will continue to provide the support and impetus for this task. The reports which were written for Volume 2 of this report should serve as a first step in the direction of writing articles.

Given that the Joint Hampton-Michigan Program has helped the participants to achieve <u>these</u> intermediate outcomes,--skill development, experience conducting studies, writing proposals and submitting articles--it is expected that they should be able to continue their involvement in educational research in the future. However, only time will tell if this ultimate goal is achieved.

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Chapter VIII

Conclusions

Our project was designed to test some ideas about effective organization of training, and we gained some convictions about the validity of our original hypotheses. Probably our more important learning, however, emerged as a result of our experiences in observing the progress of our participants throughout the training period.

Team Composition

As we indicated earlier in the report, we used this opportunity to test the usual assumption that a tutorial relationship between a mentor and a learner would be most productive in this kind of learning situation. Thus we constructed several two-person teams and hoped to compare their success with that of three-person teams. While our N is not large enough to draw statistical conclusions, our experience points strongly toward the value of the three-person teams. We found, in fact, that our two-person teams became three-person teams, sometimes through merger with other projects and sometimes by the involvement of other staff members or graduate students. Our judgment is that the three-person relationship enhances the likelihood that the team members will work as colleagues rather than as teacher-student, and, as we shall see later, we believe this to be a particularly important feature of the success of our program.

Our experience in this respect finds some support in experiences in other learning situations. For example, at the International Conference on Improving University Teaching held in Newcastle-upon-Tyne in 1977, researchers from Japan, England, and Switzerland reported on the greater efficiency of students working in pairs rather than as individuals. For example, in computer assisted learning, it appears that having one computer terminal for two students is more effective than having a computer terminal for each student. Thus the interaction between learners seems to be an important facilitator of educational development.

Now back to the importance of colleague relationships. In retrospect we feel that our most astute stratagem was in our choice of participants. What impressed us about our groups was that they worked as <u>teams</u> rather than as a senior expert instructing novices. Part of this was due to the autonomy and willingness to accept responsibility on the part of the junior participants, but part was also due to the personalities of the senior participants, who helped to establish an atmosphere of camaraderie rather than assuming an authoritarian relationship with the other team members.

Our original proposal had suggested that the project begin at the beginning of an academic year and continue over a summer. Because of the delay in the allocation of the funds to projects, the project began behind schedule and this was a handicap in getting the work underway. Nevertheless, we believe that the overall design is a good one. Although the academic year is extremely busy, particularly for the participants who were teaching full-time, they did dig into their planning with energy and were thus able to benefit from the summer activities. What seemed to be most difficult was the completion of the projects and the write-up of the reports during the following academic year. We have no remedy for this, for we suspect that one of the facts of life for college and university teachers is that their research must be fitted into the nooks and crannies of a full academic life.

A third feature which we now believe to be important in achieving whatever success we had was peer support. We had not fully recognized the degree to which the project provided an opportunity for colleagues at the same institution to interact with one another with respect to research and to form supportive relationships. We recognize that on a large university campus, such as The University of Michigan, many of the participants have relatively few contacts outside of their immediate coterie of specialization. What we had not realized was that even at a smaller campus, such as Hampton Institute, faculty members may have relatively little opportunity to talk with their colleagues about their scholarly interests and to help one another in achieving scholarly aims. Our evaluation of the project revealed that participants found this to be one of the important outcomes of the project.

Finally a word with respect to the role of the program directors and program staff. One important special aspect of our project was the employment of Carolyn Jagacinski as general assistant. She was not only the watchdog of the budget and carried general administrative burdens, but she also proved to be invaluable in assisting a number of the participants with the statistical and methodological aspects of their research. Her availability as a sympathetic and knowledgeable resource to the participants made a real difference in their progress. The Co-directors played roles not only as team leaders, but also in facilitating the flow of information and maintaining commitment among the teams. We tried to be helpful and sympathetic, yet to provide a gentle prod when the rush of competing activities threatened the ongoing activities of the project. Somewhat immodestly, we are willing to accept at least a small share of the credit for what we perceive as having been a valuable experience not only for the participants but for ourselves as well.

Appendix A

Pluralism Conference

1. Program
2. Program Abstracts

The Second Regional Conference,
Division G., Social Context of Education,
American Educational Research Association
Announces

PLURALISM IN AMERICAN SOCIETY AND EDUCATION: NEW DIRECTIONS

A Tribute to Margaret Mead (1901-1978)

PLURALISM

IN AMERICAN SOCIETY AND EDUCATION: NEW DIRECTIONS

TRIBUTE TO MARGARET MEAD

(1901 - 1978)

This Second Annual Division G, American Educational Research Association Regional Conference is dedicated in memory of Dr. Margaret Mead. A world reknown anthropologist, Dr. Mead was noted for her numerous scientific honors, research activities, lectures, and publications. Blackberry Winter, an autobiography, is an insightful account of the life of a woman scientist.

Dr. Mead's first anthropological field work, in Samoa (1925-1926) resulted in the publication of Coming of Age in Samoa (1928) in which she demonstrated that Samoan young people pass through adolescence without the emotional crises regarded as characteristic of these years in Western society. Other expeditions followed: Manus in the Admiralty Islands (1928-1929, 1953), New Guinea (1931-1933, 1938) and Bali (1936-1938, 1939). Her research findings are described in a number of works, including Growing Up in New Guinea (1930), Sex and Temperament in Three Primitive Societies (1935), The Mountain Arapesh (Anthropological Papers, American Museum of Natural History, 1938-1949) and Balinese Character (1942) with Gregory Bateson. Interested in the inter-relationship between personality and culture, she made a particular study of infant and child care and adolescent and sexual behavior. In addition to her professional works, she published the popular Male and Female (1949).

Her interest in the psychology of culture led Miss Mead to a study of national character, reflected in such works as And Keep Your Powder Dry (1942), a popular analysis of American culture, and Soviet Attitudes Toward Authority (1951). She was Curator Emeritus of the American Museum of Natural History, and also director of research programs in contemporary cultures at Columbia University (1948-1950). During World War II, she served as executive secretary of the committee on food habits of the National Research Council, and in 1956-1957 as president of the World Federation for Mental Healty. She was awarded the Viking Fund Medal for General Anthropology (1957). She was president of the American Anthropology Association in 1959-1960. In addition, Dr. Mead was one of 38 females who have been elected to the National Academy of Sciences.

Margaret frequented the Hampton Institute campus as a member of the Hampton Institute Board of Trustees for thirty-four years. The college awarded her the Centennial Medallion in 1968 for her exemplary contributions to the college.

FRIDAY MORNING, May 11, 1979 — Freeman Hall Auditorium

8:00 a.m. — Registration Opens

9:00 - 9:15 a.m. — Opening Remarks - Dr. Ronald L. Braithwaite, Chairperson Conference Planning Committee

Invocation - The Rev. Michael A. Battle, Sr., Chaplain Hampton Institute

Welcome - President, Host Institution Dr. William R. Harvey Hampton Institute

9:15 - 9:30 a.m. — Conference Charge - Dr. Na'im Akbar Psychology Department Norfolk State College

9:30 - 10:15 a.m. — Symposium on Margaret Mead

Mrs. Mae B. Pleasant, Chairperson
Secretary to the College
Hampton Institute

Participants

Dr. Alice Powell
Professor Emeritus of Early Childhood Education
Old Dominion University

Dr. Donald F. Smith
Department of Education
George Mason University

10:15 - 10:30 a.m. — B R E A K - Coffee, Tea

10:30 - 12:00 noon

1.1 Perspectives on Mainstreaming — Room Number 123, Freeman Hall

Chair: Marvin Kopit, Virginia Commonwealth University

Participants: Joan Fulton, Virginia Commonwealth University
Howard Garner, Virginia Commonwealth University
Tim Virden, Virginia Commonwealth University

1.2 Symposium on Planned Change in Education

Room Number 126, Freeman Hall

Chair: Margaret Dabney, Virginia State College

Participants: Systems Responsive Learning vs Social Engineering, John McBrayer, Virginia State College
The Role of Media in Educational Change, Joseph Arwady, Virginia State College

Social/Political Forces Related to Planned Change: A Focus on Desegregation Efforts, Jo Ann Wright, Virginia State College
Change Agentry: A Look at the Change Agent, Emmet Ridley, Virginia State College
Planned Change in Higher Education: A Management Perspective, Wayne Virag, Virginia State College
The Meaningiessness of Planned Change. Carl Chafin, Virginia State College

I.3 Dynamics of Social Learning Among Young Children

Auditorium, Freeman Hall

Chair: Margaret Eisenhart, University of North Carolina

Participants: Cultural Diversity and Reading for Instruction, Stanley Baker, Virginia Commonwealth University
Sex Role Learning in Young Children, James B. Victor, Hampton Institute, Charles F. Halverson, Jr. and Carol L. Martin, University of Georgia
The Social Relations of Television Viewing for Young Children, J. S. Lester, University of Massachusetts
Informal Channeling of Learning by Gender in an Elementary School, Margaret Eisenhart and Dorothy Clement, University of North Carolina

I.4 Attitudes and Interpersonal Relationships on College Campuses

Room Number 213 A & B, Freeman Hall

Chair: Carl Helwig, Old Dominion University

Participants: Black and White College Students: Divergent Attitudes and Perceptions, Steven J. Rosenthal, Old Dominion University
A Reanalysis of the Original S. J. Rosenthal Data on Racism at Old Dominion University, Carl Helwig, Old Dominion University
A Survey of Perceptions of Black Undergraduate Students of the University of Pittsburgh, Diane D. Eddins, Barbara L. Porter, University of Pittsburgh
Predicting the Performance of Black Students of Predominantly White Universities: The Importance of Perceptual Factors, Marvin P. Dawkins, Russell Dawkins, University of Maryland
Systematic Observation and Interaction Analysis as Tools for Training and Research in Interpersonal Relationships, Deagelia M. Pena, University of Michigan
The Effect of a Performance Curriculum in Human Relations and Attitudes, Verbal Communication and Interpersonal Relationships of Teacher Trainees, Frances Graham, Hampton Institute
An Evaluative Study of Upward Bound at Norfolk State, Ethel Hinton, Norfolk State College

1: 30 - 3:00 p.m.

2.1 Anthropocentrism: An Alternative to Ethnocentrism in Society and Education

Room Number 213 A & B, Freeman Hall

Chair: Robert Alford, Norfolk State College

Participants: An Analysis of the Ethnocentric Approach to Diagnosing and Treating Problems of Learning, Nancy Harris, Norfolk State College
An Examination of Assumptions and Limitations of Competency Based Assessment for Minority Students, James Hedgebeth, Norfolk State College
The Attribution Theory as a Means of Explaining Anthropocentric and Ethnocentric Viewpoints, William Colson, Norfolk State College
Anthropocentrism: An Alternative to Ethnocentrism, Na'im Akbar, Norfolk State College

2.2 Perspective on Special Education Room Number 123, Freeman Hall

Chair: John A. McLaughlin, Virginia Polytechnic Institute and State University

Participants: Special Education - Forerunner and Partner of Pluralistic Education, Qaisar Sultana, Old Dominion University
Mission Possible or Impossible? Implementation of Laws Regarding the Education of Handicapped Persons, Helen P. Bessant, Norfolk State College
Policy Implementation: The Minority Handicapped Learner, John A. McLaughlin, Ruth Anne Protinsky, Virginia Polytechnic Institute and State University
P.L. 94-142 and the Changing Status of Teacher Certification and Recertification Requirements: A Survey of State Education Agencies, James M. Patton, Virginia State College and Ronald L. Braithwaite, Hampton Institute

2.3 Individualizing Instruction and Diversity at the Elementary Level

Room Number 126, Freeman Hall

Chair: Brenda T. Williams, Hampton Institute

Participants: Individualizing and Systematizing the Learning Environment in Culturally Pluralistic Schools, Harry Johnson, Virginia State College
Follow Through in New York: Differential Effectiveness of the Hampton Nongraded Model, Ruth B. Montague, Hampton Institute and Joan Savarese, New York Follow Through Program
Contract Grading in the Classroom, Fran Hassencahl, Old Dominion University
Educating for Cultural Diversity in a Follow Thru Program, Brenda T. Williams, Hampton Institute
The Use of Pathanalysis for Identifying Variables Influential to Parent Participation in a Follow Thru Program, John Austin, VCU and Ronald Braithwaite, Hampton Institute

2.4 Perspectives on Minorities and Women — Auditorium, Freeman Hall

Chair: Havens C. Tipps, U.S. Commission on Civil Rights

Participants: American Africans and Western Education, A. Akinwole Alhamisi, University of Michigan
Black Enrollment in Higher Education: Regional and State Differences, John A. Michael, National Center for Educational Statistics
Social Foundations of Equality for Education, Havens C. Tipps, U.S. Commission on Civil Rights
The Black Woman Administrator in Higher Education: Untapped Resource, Ruth N. Swann, Hampton Institute
The Hampton Experiment: Multi-Ethnic Education of Blacks and Indians from 1913-1978, Oscar Williams, Virginia State College

3:00 - 4:30 p.m.

3.1 Symposium on P.L. 94-142: Free and Appropriate Public Education: Cautions Against "Misimplementation" of the Policy

Room Number 126, Freeman Hall

Chair: Vernon L. Clark, University Research Corporation, Washington, D.C.

Participants: Herman Clark, Jr., Norfolk City Schools
Sandra Hughes Cason, Norfolk City Schools
Ethel W. Mitchell, Chesapeake City Schools
Strange Bedfellows - The Handicapped Child and the Black Child in the Classroom, Helen P. Bessant, Norfolk State College
Ronald Brown - Virginia State University

3.2 Philosophical Perspectives on Pluralism — Auditorium, Freeman Hall

Chair: Cho Yee To, University of Michigan

Participants: Cultural Pluralism and the Myth of Uniformity, Edward C. Kollmann, Hampton Institute
C. J. Jung on Education for the Second Half of Life, Marian L. Pauson, Old Dominion University
Max Weber Meets Narcissus: The Work Ethic and Contemporary Education, Robert Whaley and George A. Antonelli, University of North Carolina
Pluralistic Education: A Western and Non-Western Perspective, Kamal K. Sridhar, University of Illinois-Urbana
Pluralism in Education: A New Term for an Old Idea?, Cho Yee To and Rudolf B. Schmerl, University of Michigan

3.3 The Role of Supervision and Curriculum for Pluralistic Education

Room Number 123, Freeman Hall

Chair: Catherine C. Morocco, Education Development Center, Newton, Mass.

Participants: Supervision through Educational Management by Objectives, Joseph P. Mooney, Old Dominion University
The Curriculum Information System: A Strategy for Planned Change, John McBrayer, Virginia State College
Evaluating a Pluralism Curriculum in the Community College Context, Catherine C. Morocco, Education Development Center
Progress, Problems and Prospects of Multicultural Teacher Education in a Post Bakke Era, Edwina B. Void, Norfolk State College
Planned Change in Education: Pluralistic Trends and Images, Florence Hood, Norfolk State College

3.4 Sociological Aspects of Pluralism — Room Number 213 A & B, Freeman Hall

Chair: Dorene Ross, Virginia State College

Participants: Particularism and Universalism - Assimilation or Pluralism: A Sociological View of the Educational Debate, Arnold Anderson-Sherman, George Mason University
A Social Paradox in Education: A Case of Pollution, Joy P. Kannarkat, Norfolk State College
Implications for Public Education of Dramatizations Utilizing Offenders, Era F. Looney, Virginia Polytechnic Institute and State University
Educational Criticism: Methods and Uses, Dorene D. Ross, Virginia State College, Diane W. Kyle, University of Virginia

FRIDAY EVENING — Student Union

7:00 p.m.* Banquet

Dr. Stanley Baker, Virginia Commonwealth University
Presiding

Introduction of Keynote Speaker
Dr. James M. Patron, Virginia State College

Keynote Speaker:
Dr. Martha E. Dawson, Dean
School of Education
Virginia State College
CULTURAL PLURALISM IN THE DECADE OF THE EIGHTIES

Closing Remarks
Dr. Stanley Baker, Virginia Commonwealth University

SATURDAY MORNING, May 12, 1979 — Room Number 123, Freeman Hall

9:00 - 10:30 a.m.

5.1 Pluralism A Case for Multi-Culturalism in Education

*Pianist - Mrs. Greer Wilson - Director, Student Activities at Hampton Institute

Chair: Gary W. Eckels, University of Massachusetts

Participants: Innovation in the Age of Pluralism: The Paradox of Poverty and Promise, George A. Antonelli and Robert Whaley, University of North Carolina
Life-Long Learning and the Professional, Bruce J. Anderson, and James Van Arsdall, Old Dominion University
Multi-Cultural Education in the Post Bakke Era: An Examination of the Empirical Data on the Attitudes of Educators and its Relationship to Planned Educational Change, Larry A. Vold, Hampton Institute
The Teacher-Counselor as Cultural Broker: A Case Study in Bi-Cultural Pedagogy, Karen Gentemann, Tony L. Whitehead, University of North Carolina
The Case for Pluralistic Language in Our Multicultural Society, Gary W. Eckles, University of Massachusetts
Answering the Unasked Questions: The Key to Effective Planned Change in Education, Vernon Clark, University Research Corporation

5.2 Symposium on Access to Educational Equity: Administrative Internships for Minority Graduate Students

Room Number 126, Freeman Hall

Chair: Johnnie McFadden, University of South Carolina

Participants: Charles Durant, University of South Carolina
Fostenia Baker, University of South Carolina
Johnnie McFadden, University of South Carolina

5.3 Joint Hampton Institute-University of Michigan Project for Minorities and Women in Educational Research

Auditorium, Freeman Hall

Chair: Carolyn I. Cooper, Hampton Institute

Participants: Factors which Influence the Quality of the Relationship between Student Teachers and Cooperating Teachers, W. Ross Boone, Hampton Institute; Yevonne Smith, William Morse, University of Michigan
Identification and Possible Solutions to Problem Situations that Exist Between Student Clinicians, Supervising Clinicians and College Supervisors, Doris Jarvis, Hampton Institute; Ella Bowen, Deagelia Pena, University of Michigan
Investigation of the Social and Economic Implications of Teacher Training in Jamaica, British West Indies, Patrick Lewis, Hampton Institute; Wilton Barham, Niara Sudarkasa, University of Michigan
The Effect of Memory Aids on the Performance of Students with Test Anxiety, Linda Petty, Hampton Institute; Sally Lusk, Wilbert McKeachie, University of Michigan

An Investigation of the Nature and Degree of the Kinship and Friendship Network Systems of the Black Elderly as They Interact in Non-Market Activities, Mattie Pleasants, Hampton Institute; Gerald Gurin, University of Michigan
An Investigation of Black Literature in the Secondary School Curriculum of the Commonwealth of Virginia during the Years 1953 - 1979, Shirley Sherman, Hampton Institute; Cho Yee To, Rudolf B. Schmerl, University of Michigan

10:30 - 12:00 noon

6.1 Educational Opportunity: Are Our Assumptions Correct?

Auditorium, Freeman Hall

Chair: Henry C. Johnson, Seton Hall University

Participants: Strategies and Problems in Recruiting for Educational Opportunity Programs, Deborah Clash and Felix Lopez, Seton Hall University
The Role of Parent Involvement in Building an Educational Opportunity, Lewis Roland, University of North Carolina
Educational Opportunity: More Than An Illusion, Carol McMillan, Seton Hall University
CETA: An Educational Opportunity, Robert L. Belle, Seton Hall University
Strategies for Improving Test Taking Skills at the Pre-Professional and Professional School Level, Henry T. Frierson, University of North Carolina

Discussant: Francis J. Sullivan, Seton Hall University

6.2 Educational Problems in the United States

Room Number 126, Freeman Hall

Chair: Charles D. Walters, Hampton Institute

Participants: Discipline in Schools: The Dilemma of Responsibility vs. Authority, Alyce Gaines, Hampton Institute
Drugs in Our Schools: A Bad Trip for Education, Sterling Hudson, Hampton Institute
Providing Positive Learning Experiences to Youth of Diverse Cultures, Ansley Rambeau, Hampton Institute
Administration of the Minimum Competency Test, Ora W. Taylor, Hampton Institute
The Need for Good Public Relations in Our Schools, Terrence L. Taylor, Hampton Institute
Alternative Programs Designed to Alleviate Disciplinary Problems, Doris W. Watson, Hampton Institute
Inequities and Disparities of Our Educational Finance System, Barbara M. White, Hampton Institute

6.3 Symposium of Perspectives on Teacher Needs to Operate Effectively in Desegregated School Settings

Room Number 123, Freeman Hall

Chair: Terry M. Wildman, Virginia Polytechnic Institute and State University

Participants: Thomas M. Sherman, Virginia Polytechnic Institute and State University
Mary Ann Lewis, Virginia Polytechnic Institute and State University
John K. Burton, Virginia Polytechnic Institute and State University

CONFERENCE PLANNING COMMITTEE

Dr. Ronald Braithwaite, Chairman, Hampton Institute
Dr. Robert Alford, Norfolk State College
Dr. Stanley Baker and Dr. Daisy Reed, Virginia Commonwealth University
Dr. Carolyn Cooper, Hampton Institute
Dr. Carl Helwig, Old Dominion University
Dr. James Patton, Virginia State College
Dr. James Van Arsdall, Old Dominion University
Dr. Charles Walters, Hampton Institute

Hampton Institute • Old Dominion University • Norfolk State College
Virginia State College • Virginia Commonwealth University

PROGRAM ABSTRACTS

For the Second Regional Conference, Division G, Social Context of Education
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

PLURALISM

In American Society and Education: New Directions

●

May 11 and 12, 1979 . . . at

HAMPTON INSTITUTE

Hampton, Virginia

THE SECOND REGIONAL CONFERENCE

DIVISION G, SOCIAL CONTEXT OF EDUCATION

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

P L U R A L I S M

IN AMERICAN SOCIETY AND EDUCATION: NEW DIRECTIONS

ABSTRACTS OF PAPERS AND SYMPOSIA

MAY 11 AND 12, 1979

H A M P T O N I N S T I T U T E

H A M P T O N , V I R G I N I A

FOREWORD

This volume contains abstracts of papers and symposia accepted for presentation at the 1979 Division G, Social Context of Education, American Educational Research Association's Second annual conference. It is designed as a companion document to the program schedule. The session numbers in this volume refer to the program number. Abstracts appear in the chronological order of presentation.

A reasonable effort has been made to incorporate late submissions. Some abstracts have been edited slightly in the interest of clarity or brevity where this seemed necessary and could be done without altering the substance.

SYMPOSIUM ON MARGARET MEAD

The committee wishes to thank Mrs. Mae Barbee Pleasants, Secretary of the College, Hampton Institute and Dr. Alice Powell, Professor Emeritus of Early Childhood Education, Old Dominion University, for their contributions to the Margaret Mead symposium.

Special recognition also goes to Dr. Donald F. Smith, George Mason University, for the media presentation on the Northern Mariana Islands and its inhabitants.

1.1

Perspectives on Mainstreaming

MARVIN KOPIT, Virginia Commonwealth University, Chair
JOAN FULTON, Virginia Commonwealth University
HOWARD GARDNER, Virginia Commonwealth University
TIM VIRDEN, Virginia Commonwealth University

In the past year, several faculty members in the Virginia Commonwealth University School of Education have been involved in a Dean's Grant on Mainstreaming. The express purpose of the grant is to provide the undergraduate elementary education students with increased exposure to the concept of mainstreaming and its implications for teaching-learning practice.

One team, consisting of three faculty members and one graduate assistant have focused primarily on the areas of curriculum and instruction with the intent of achieving the following outcomes with the students relevant to mainstreaming: (1) to foster levels of awareness to the needs of exceptional children; (2) to increase knowledge and understanding of different areas of exceptionality; (3) to develop instructional skills designed to meet the personal and academic needs of exceptional children mainstreamed into their least restrictive environment.

Concurrent with these priorities, the following items have been achieved: (1) identification of basic areas of study pertinent to exceptional children; (2) development of prototype materials to be incorporated into existing and future curriculum and instruction courses; (3) revision of course outlines in curriculum and instruction areas to reflect their broadened application to mainstreaming; (4) incorporation of strengths and resources of faculty, namely Special Education faculty, in planning and development of existing and future courses in these areas.

1.2

Planned Change in Education as Systems Responsive Learning

MARGARET DABNEY, Virginia State College, Chair
JOHN McBRAYER, Virginia State College
JOSEPH ARWARDY, Virginia State College
JOANN WRIGHT, Virginia State College
EMMET RIDLEY, Virginia State College
WAYNE VIRAG, Virginia State College

This symposium focuses on several discrete and yet related aspects and perspectives of planned change in education. The symposium will entail six presentations. The initial presentation offers two opposing theoretical positions on planned change. They include systems responsive learning and social engineering. The final presentation will argue that education's inability to create individuals who question and challenge traditional ways of viewing and analyzing "reality" yields meaningless planned change.

Four interrelated perspectives will be interspersed between the aforementioned presentations. The role of media in educational change will comprise the second presentation. The focus on the third presentation will be on political and social forces related

to planned change. The fourth presentor will suggest that an important relationship often overlooked in the change process is the one between the change agent and the organization. Accordingly, this presentation will focus on values, personality, behavior, and other characteristics of the change aspect. The fifth presentation will entail an analysis of planned change in higher education viewed from a management perspective.

1.3

Dynamics of Social Learning Among Young Children

MARGARET EISENHART, University of North Carolina-Chapel Hill, Chair

* Cultural Diversity and Reading for Instruction, STANLEY BAKER, Virginia Commonwealth University

Concern for multi-cultural, non-sexist education is being expressed in all aspects of curriculum. In the area of reading and the language arts this is interpreted to mean:

> . . . a concern for maximizing individual ability--to use communicative and interactional skills to improve the quality of life in a culturally pluralistic, multiracial, and highly technological society.
>
> --ASCD Multicultural Education Commission, 1977

For the reading and language arts teacher this may mean an attempt to focus less upon cognitive skills as such and more upon those factors which may assist the learner in acquiring the desire to use language for personal and social enhancement.

This paper proposes to discuss critical classroom implications which can be interpreted from recent research relative to the affective realm of reading and language arts instruction. Particular attention will be given to those aspects of main stream schooling which may deter or stultify students who come from diverse cultural backgrounds. Therefore, noting those influences which help to shape the learner's concept of himself within the academic environment will provide the vantage point for pedagogical inquiry aimed at improved reading instruction for all children in America's public schools.

* Sex Role Learning in Young Children, JAMES B. VICTOR, Hampton Institute, CHARLES F. HALVERSON, JR. AND CAROL L. MARTIN, The University of Georgia

The issue of how developmental factors contribute to children's learning of sex role information is addressed by this paper. A sample of 90 preschoolers (15 boys and 15 girls at ages 3, 4, and 5 years) was randomly drawn from the various programs at Murray State University Child Studies Center. The sample was 9% Black and varied in socio-economic status according to computations following Deutsch et al. (1968). Sex role learning was measured by the Sex Role Learning Index (SERLI) developed by Edlebrock and Sugawara (1978), a picture-choice instrument which was designed to compare children's preferences to both sex role stereotypes and each child's

conception of sex appropriateness. A multiple regression analysis which included measures of Developmental Level, Age, Sex, Verbal Learning, and Behavioral Temperament (i.e., Activity Level, Minor Physical Anomalies, and Teacher and Parent-rated Behavior) was performed. Results are discussed in relation to our earlier work which focused on impulsive behavior and sex differences in development.

* The Social Relations of Television Viewing for Young Children, J.S. LESTER, University of Massachusetts

The author argues that television has liberating potential for children's social development, but that this potential has been distorted by the commerical, private nature of U.S. television. Television as it now exists confirms only certain aspects of our social existence -- often those most destructive to us; it could, however, be equally potent in confirming more beneficial social roles. The author details current commerical television's destructive effects on young children, differentiating some of its impact by social class, race and sex, and also provides examples of current positive uses of the technology.

* Informal Channeling of Learning by Gender in an Elementary School, MARGARET EISENHART AND DOROTHY CLEMENT, University of North Carolina-Chapel Hill

The aim of civil rights legislation directed at public schools was the elimination of barriers to equal access to learning opportunities for children. In particular, the spirit of the legislation was to prevent further deliberate channeling of student learning along lines traditionally associated with the social group to which they belonged. Examination of data from a two-year ethnographic study of a Southern elementary school reveal that despite equal access of boys and girls to most curricular and extracurricular experiences and despite only vague or occasional reference by school adults to female and male differences in interests, orientations and behaviors, female and male students are being channeled toward different interests and activities within the context of the informally organized student system of the school. Further, the direction of this channeling portends the replication of traditional patterns of male and female interests, activities, and proficiencies rather than new ones.

1.4

Attitudes and Interpersonal Relationships on College Campuses

CARL HELWIG, Old Dominion University, Chair

* Black and White College Students: Divergent Attitudes and Perception, STEVEN J. ROSENTHAL, Old Dominion University

A study of the racial attitudes and perceptions of black and white students at Old Dominion University was carried out during the spring of 1978, just after Governor Dalton and HEW had reached tentative agreement on a desegregation plan for Virginia's colleges. A quota sample of 363 whites and 136 blacks, with quotas adjusted for

proportional representation by academic division, class year, and sex, was surveyed.

Most black respondents favored further desegregation, believed that they did not enjoy equal educational opportunities with whites, and believed that higher education was too segregated. Whites, in contrast, mostly did not support further desegregation and believed that equal educational opportunities already existed for blacks and whites.

Most black respondents reported encountering institutional racism within the University, particularly in the classroom. Relatively few whites perceived such racism. This divergence in the attitudes and perceptions of black and white students produces conflicts which institutions have not yet always learned to deal with.

* A Reanalysis of the Original S.J. Rosenthal Data on Racism at Old Dominion University and Some Conclusions, CARL HELWIG, Old Dominion University

Using the original printout data obtained from Dr. S.J. Rosenthal, this researcher checked his sampling technique by several goodness-of-fit tests. Two variables "faculty prejudiced" and "faculty racist in its grading" were tested with strict tests of significance. The findings are discussed.

* A Survey of Perceptions of Black Undergraduate Students of the University of Pittsburgh, DIANE D. EDDINS AND BARBARA L. PORTER, University of Pittsburgh

The purpose of this study was to obtain black student's assessment of the University of Pittsburgh's effectiveness in meeting the general needs of black undergraduates. Respondents were approximately 200 black undergraduates, the majority of whom entered the University via a special admissions program for minority students. Students responded to a questionnaire which covered, (1) selected demographic data, (2) general perceptions of the University's services and academic atmosphere, and (3) an assessment of special programs for black students. An item analysis was performed and comments were content analyzed, revealing the specific areas of satisfaction and dissatisfaction with the University's efforts to assist black students.

* Predicting the Performance of Black Students at Predominantly White Universities: The Importance of Perceptual Factors, MARVIN P. DAWKINS AND RUSSELL DAWKINS, University of Maryland-College Park

Since the nineteen sixties, increasing attention has been given to the role of nonintellective factors (e.g. background; attitudes) rather than intellective factors alone (e.g. scores on standardized tests) in predicting academic performance in college. Studies by Cleary (1968), Borgen (1972) and others have reflected inconsistency with regard to standardized test scores as accurate predictors of performance of Black students at predominantly white universities. More emphasis is given to nonintellective factors to supplement grades and test results in order to gain a more complete picture in assessing a Black student's potential for achieving success on a white campus. However, little empirical research has been done to assess the influence

of nonintellective factors on academic performance. For example, it is assumed that Blacks who view their college as friendly and supportive will perform better than those who perceive the White environment as hostile and insensitive.

This study examined the influence of Black students' perceptions (as nonintellective measures) on academic performance at a major, predominantly white university. An analysis of data collected in Fall, 1977 from students enrolled in a large introductory course in Afro-American Studies (N=190) revealed that several types of perceptions reflective of racial attitudes were associated with academic performance. Implications for predicting academic success and retention of Black students at predominantly White universities are discussed.

* Systematic Observation and Interaction Analysis as Tools for Training and Research in Interpersonal Relationships, DEAGELIA M. PENA, The University of Michigan

The objectives of this presentation are (1) to demonstrate a procedure for quantifying interpersonal behavior, and (2) to illustrate how interaction analysis may be used for training and research in interpersonal relationship. Systematic observation refers to the use of categories that describe "units" of behavior. Interaction analysis refers to the process of analyzing the interactive behavior as described by those categories. The techniques will be demonstrated through two short segments of video-taped medical interviews and related graphical displays. Two other applications will be discussed; first, in a classroom situation, and second, in analyzing the verbal and non-verbal behavior of three-to-five-year olds in a task-oriented situation.

* The Effects of a Performance Curriculum in Human Relations on Attitudes, Verbal Communication, and Interpersonal Relationships of Teacher Trainees, FRANCES D. GRAHAM, Hampton Institute

This study sought to test the effects of using an organized performance curriculum in human relations for nine weeks. The participants were senior teacher trainees in a predominantly black college. Forty volunteers were randomly assigned to the experimental and control groups.

The Experimental Group was exposed to a sequentially designed, performance-based, Human Relations curriculum which employed a do, use, teach approach. A professional counselor directed the sessions. Following each exercise, appropriate measures were applied and participants were provided opportunities to do, to use, and finally, to teach the activity in the classroom with the young child. Trained observers evaluated the taped sessions of the trainees using Flanders' Interaction Matrix. The Control Group was exposed to some general information on classroom management techniques that were actual segments of the regular student-teaching practicum.

The criterion measures which were applied in the study were: Adjective Check List (1965), Miskimins' Self-Goal-Other Scale (1967), and Flanders' Interaction Analysis (1970).

* An Evaluative Study of Upward Bound at Norfolk State College, ETHEL HINTON, Norfolk State College (Abstract Unavailable)

2.1

Anthropocentrism: An Alternative to Ethnocentrism in Society and Education

ROBERT ALFORD, Norfolk State College, Chair, NA'IM AKBAR, Norfolk State College

The paucity of specific research on Anthropocentrism continues to plaque the participants of this symposium. Therefore, this discussion is specifically focused upon the difficulties resulting from ethnocentric orientations in the analysis and evaluation of education and social problems in a pluralistic society. The symposium discussants will address some of the specific problems of ethnocentrism in the analysis of learning problems, competency test construction, and social attribution. Some proposals will be made suggesting the importance of adopting a people-centered orientation to educational and societal problems. The people-centered orientation will be contrasted with the objective (object-centered) approach and the predominating ethnocentrism of Euro-American norms of behavior.

* An Analysis of the Ethnocentric Approach to Diagnosing and Treating Problems of Learning, NANCY HARRIS, Norfolk State College

The traditional Euro-American (ethnocentric) approach to defining, diagnosing, and treating/remediating learning problems will be analyzed in terms of the basic assumptions underlying this perspective. These assumptions will be compared and contrasted with those which underlie the anthropocentric viewpoint on these issues.

* An Examination of Assumptions and Limitations of Competency-Based Assessment for Minority Students, JAMES HEDGEBETH, Norfolk State College

Competency-based assessment has become a dominant method of appraising students' academic performance, largely as a result of public concern of declining or low test scores. In increasing numbers, many public school systems are employing this method to control student grade promotion and advancement. Assumptions, limitations, and implications for minority students will be examined.

* The Attribution Theory as a Means of Explaining Anthropocentric and Ethnocentric Viewpoints, WILLIAM COLSON, Norfolk State College

Attribution theory describes processes that assign causality for behavior or events. The assumptions underlying this theory have their basis in socialization, gestalt, and learning models. Attribution theory and these basic concepts will be discussed as a means of explaining anthropocentric and ethnocentric viewpoints.

* Policy Implementation: The Minority Handicapped Learner, JOHN A. McLAUGHLIN AND RUTH ANN PROTINSKY, Virginia Polytechnic Institute and State University

The educational agenda for the 70's is replete with citations related to the provision of educational services for the handicapped. Legal, legislative and administrative initiative have caused significant change in policy which impacts upon the handicapped learner, his parents, service providers and administrators of service programs. A primary motivation for the writers of Public Law 94-142, the Education for All Handicapped Children Act of 1975, was the value in considering the individual needs of the handicapped learner when identifying instructional strategies. Of particular interest has been the process of establishing individual special educational services for handicapped learners from minority groups.

Minority students have been identified as handicapped learners at a considerably higher rate than non-minority students. Consideration of minority concerns requires special attention to insure elimination of discriminatory educational practices. Although desegregation has forced our schools to examine some of the discriminatory practices, special education has received little attention until recently.

This presentation will provide a conceptual analysis of the education of handicapped minority learners and set forth a discussion of data derived from a preliminary analysis of current strategies for providing special educational services to handicapped learners.

* Public Law 94-142 and the Changing Status of Teacher Certification and Recertification Requirements: A Survey of State Education Agencies, JAMES M. PATTON, Virginia State College and RONALD L. BRAITHWAITE, Hampton Institute

The investigators surveyed the fifty state departments of education and the District of Columbia in an effort to ascertain the impact of Public Law 94-142 on certifying and recertifying regular classroom teachers. A 94% response rate was obtained and the data revealed that approximately 70% of the responding states do not presently require regular classroom teachers to complete courses in special education to certify for initial certification. Additionally, approximately 92% do not require special education coursework for recertification of regular classroom teachers. Of the ten states requiring either courses or experiences with special education populations for certification, only two of these state departments of education indicated that these requirements resulted from Public Law 94-142.

2.3

Individualizing Instruction and Diversity at the Elementary Level

BRENDA T. WILLIAMS, Hampton Institute, Chair

* Individualizing and Systematizing the Learning Environment in Culturally Pluralistic Schools, HARRY A. JOHNSON, Virginia State College

Diverse characteristics and individual styles in United States Culture Patterns should dictate the instructional strategies and a systematic approach to teaching and learning. Individualization within

2.2

Perspective on Special Education

JOHN A. McLAUGHLIN, Virginia Polytechnic Institute and State University, Chair

* Special Education - Forerunner and Partner of Pluralistic Education, QAISAR SULTANA, Old Dominion University

The Education for All Handicapped Children Act, 1975, (PL 94-142) is considered a major legislative act affecting the field of special education. However, the fact is that it is the most important legislation concerning education in a pluralistic society. The law defines special education as "specialized instruction to meet the special needs of each individual child." This is precisely the goal of education in a pluralistic society.

Public Law 94-142 is the outcome of the findings of the Riverside study initiated in 1963. It is also the result of the court battles fought all over the country since the 1960s. Court rulings against the "tracking" of children in public schools in Washington, D.C., and against the discriminatory labeling of minority children in California are clearly manifested in the provisions of PL 94-142. The "due process" provisions of PL 94-142 have guaranteed appropriate education to each child in a pluralistic society.

Mislabeling of minority and socioeconomically disadvantaged children, a practice most seriously criticized and challenged contributed to the provision of non-discriminatory assessment of children in PL 94-142, has led to the development of a most unique "System of Multicultural and Pluralistic Assessment" (SOMPA). This system is expected to serve as an important arm of education in a pluralistic society. The system will actually assist in the actualization of the concept of pluralistic education.

This presentation will trace the history of significant movements and landmarks in special education relevant to pluralistic society. The presentation will also stress the relationship between special education policy implementation and the emergence of the concept of pluralistic education. The presentation will conclude with an activity involving the participants aimed to stress the value of pluralistic education.

* Mission Possible or Impossible? Implementation of Laws Regarding the Education of Handicapped Persons, HELEN P. BESSANT, Norfolk State College

This presentation will present a summary of the laws relative to the education of handicapped persons in the U.S.A. An analysis of the problems of implementation and possible solutions to these problems will be offered.

In addition, a chronology of legislation and litigation providing for the educational needs of handicapped persons will be documented. Primary attention will be given to two pieces of recent legislation: Section 504 of the Vocational Rehabilitation Act and Public Law 94-142, The Education of All Handicapped Children Act.

Rules and regulations for implementation of current laws will be reviewed. The inherent problems of implementation will be specified.

Finally, some possible solutions will be considered which will retain the assurances for the handicapped and also resolve some of the identified problems.

the system would incorporate a working knowledge of visual literacy, multimedia technology, and individualizing techniques for culturally pluralistic schools. The following topics will be addressed: (1) Systematizing and Individualizing the Learning Environment, (2) Understanding of Characteristics, Cultures, and Learning Styles Inherent in Multicultural Settings, (3) Visual Literacy as a Challenge to Teachers in Multicultural Schools, and (4) Futuristic Communication Models: Implications for Teaching Multicultural/ Multiethnic Children and Youth.

* Follow Through in New York: Differential Effectiveness of the Hampton Nongraded Model, RUTH B. MONTAGUE, Hampton Institute and JOAN SAVARESE, New York Nongraded Follow Through Program

The question of differential effectiveness of intervention programs for different kinds of children is addressed. The case in point is the Hampton Institute Nongraded Model, a Follow Through project for disadvantaged children in the early elementary school years, and the New York schools following this model. The success of the Hampton Institute model for several cohorts of children when compared with national and local norms is documented. Achievement test results and attendance records for children of different ethnic groups, language groups, and income levels are analyzed.

* Contrast Grading in the Classroom, FRAN HASSENCAHL, Old Dominion University

The question of grading is unsettled and current research centers around two approaches to grading, norm-referenced and criterion-referenced. This paper focuses upon the criterion-based model and proposes contract grading as a method for the evaluation of student performance in the classroom. Model contracts are presented as well as a survey of the pros and cons of using contract grading in speech, history, philosophy, education and business. The author has successfully used contract grading in the teaching of group discussion, the psychology of communication and interpersonal communication.

* Educating for Cultural Diversity in the Elementary Schools, BRENDA T. WILLIAMS, Hampton Institute

Elementary schools have numerous opportunities to use diverse methods to highlight intergroup education. During the early, impressionable years of a student's life he can be taught conformity to the detriment of meaningful living and learning. Through the experiences provided by the school, he can also be taught identification and individuality are valuable assets. It is here that schools must show that diversity is valued and fostered in personalities, backgrounds, cultures and interests.

This paper explores the methodology which can be used to better prepare the young child for active membership in a pluralistic society. An examination of the ways that a pluralistic education must prepare him to understand the cultures in which he presently lives and to understand wider and more diverse cultures is also presented.

* Use of Path Analysis for Identifying Variables Influential to Parent Participation in a Follow Through Program, JOHN AUSTIN, Virginia Commonwealth University and RONALD BRAITHWAITE, Hampton Institute

This paper summarizes a study which proposed an operational framework for identifying factors influential to parent participation in a Follow Through program. The Atlantic City Nongraded Follow Through Program is the case in point. A path analysis strategy is presented which included the following dependent variables: parent attitude towards program, parent knowledge of program, parent-staff interaction, previous parental participation, parent educational level, parent work pattern and number of siblings in program.

2.4

Perspectives on Minorities and Women

HAVENS C. TIPPS, U.S. Commission on Civil Rights, Chair

* American Africans and Western Education, A. AKINWOLE ALHAMISI, The University of Michigan

This presentation is centered on certain practices and dehumanizing effects of western education. Apparent failures of institutions to adequately educate peoples of African descent and other "minorities" are discussed. Implications are stated in terms of world-view orientations of pluralism from a cultural perspective. Hopefully, it will encourage further investigation, study, and consideration in identifying new approaches in the education and training of culturally different students. The sources used are personal observations, published and unpublished literature, and previous research bearing on the topic. Finally, the author will report his own current research efforts which include developing a Cross-Cultural Perception Questionnaire (CCPQ).

* Black Enrollment in Higher Education: Regional and State Differences, JOHN A. MICHAEL, National Center for Education Statistics

The findings of a year's research on black enrollment in higher education are highlighted. Two major issues are addressed: (1) To what extent are blacks and other racial minorities limited in their access to higher education generally, and to particular kinds of institutions?, and (2) What is the racial composition of institutions attended by blacks and whites? To what extent do the races attend separate institutions?

* Social Foundations of Equality for Education, HAVENS C. TIPPS, U.S. Commission on Civil Rights

Current statistical practices for the description of educational conditions and characteristics of minorities and women are deficient in many ways. Two recent government publications, The Conditions of Education (1978) and School Enrollment-Social and Economic Characteristics of Students (1977) are compared with the U.S. Commission on Civil Rights Report, Social Indicators of Equality for Minorities and Women. The author contends that the two previously mentioned government publications may be misleading and confusing. These documents may fail to adequately describe the conditions of minorities and women.

* The Black Woman Administrator in Higher Education: Untapped Resource, RUTH N. SWANN, Hampton Institute

The issues and concerns relating to a sub-group of women in higher education--black women administrators in traditionally black institutions is addressed by this presentation. Specifically, this paper presents background discussion on societal pressures, personal feelings of ambivalence about achievement and success, and discrimination in higher education as it relates to black women administrators. Problems, prospects, and coping strategies indicated by 116 black women administrators on a mail questionnaire are also identified.

* The Hampton Experiment: Multi-Ethnic Education of Blacks and Indians from 1878-1913, OSCAR R. WILLIAMS, Virginia State College

From 1878 to the early 1920's Hampton Institute conducted an interesting experiment in Multi-cultural Education. In 1878, Hampton Institute under General Armstrong's guidance, began an experiment of educating blacks and Indian students in the field of industrial education. This multi-ethnic program was designed to assimilate both blacks and Indians into the mainstream of American life. The experiment operated under the thesis that by isolating both racial groups from their home environment they would adopt the civilized ways of white man thereby insuring entrance into mainstream America. This long forgotten experiment is important because it gave rise to Indian schools similar to Hampton Institute, such as Carlisle Institute, Carlisle, PA, Haskell Institute, Lawrence, Kansas and many others. In view of American society, presently being resegregated, this experiment may hold a solution to present educational problems which attempts to bring minority students into mainstream America.

3.1

Symposium on P.L. 94-142: Free and Appropriate Public Education: Cautions Against "Misimplementation" of the Policy

VERNON L. CLARK, University Research Corporation, Washington, D.C., Chair
HERMAN CLARK, JR., Norfolk City Schools
SANDRA HUGHES CASON, Norfolk City Schools
ETHEL W. MITCHELL, Chesapeake City Schools

A free and appropriate public education can be the cornerstone of a learned society and the cultivating force of a truly democratic culture. However, in the interest of providing a free and appropriate public education, educators must not inadvertently abuse the child's rights nor disrupt what may already be a fruitful and intellectually-sound educational experience.

The attempt to insure that each child, handicapped and otherwise, receives a free appropriate education reflects that we must guard against the misapplication of those beliefs and practices essential to achieving a free appropriate public education. Just as these beliefs and practices can be a positive force for achieving a free appropriate education they can also be implemented in such a manner that they become prohibiting factors negating the development of the educational system that a free appropriate public education demands.

These beliefs and practices have the potential to be misrepresented even by the most well-meaning individuals. The beliefs and practices to be discussed include: (1) The Child's Right to Confidentiality vs The Public's (Taxpayer's) Right to Know, (2) Promissory Behavior of Public Education: What Do Educators Owe Parents and Their Handicapped Children vs What Can the School Be Held Accountable for Giving the Handicapped Child?, (3) Parental Involvement in the Schools: Parents As Participants, Partners, and Policy-Makers vs Parents As Antagonists, (4) Public Law 94-142: Integration vs Toleration, and (5) Standardized Intelligence/Achievement Testing: A Constructive Educational Endeavor or A Futile Yet Traditionally-Practiced Exercise.

* Strange Bedfellows - The Handicapped Child and the Black Child in the Classroom, HELEN P. BESSANT, Norfolk State College

This paper will report a study conducted by the presentor to investigate the responses of preservice teachers to queries about attitudes toward and programming for two student populations - handicapped children and black children.

A twenty-five item opinionnaire was administered to graduating seniors from teacher education programs at two types of institutions: five institutions which have historically served predominantly white institutions and five institutions which have historically served predominantly black institutions. Twenty preservice teachers were selected from each institution in the following areas: special education, elementary education, and secondary education. Conclusions will be drawn by the researcher relative to promotion of intergroup relations in the classroom for the two institutions.

3.2

Philosophical Perspectives of Pluralism

CHO-YEE TO, The University of Michigan, Chair

* Cultural Pluralism and the Myth of Uniformity, EDWARD C. KOLLMANN, Hampton Institute

Cultural pluralism is the key to the development of the potential capabilities of the members of a community, as well as among communities themselves. Without a diversification among human communities there is little incentive and material for the development of the human spirit in all its possibilities.

This fundamental relationship has not been adequately understood by our policy makers in all areas of American society. The need for food, shelter, and social life are common to most cultures, but the norms of behavior governing how these needs are met are diverse and varied. It is just here where America's cultural diversity may be the key to resolving these differences. To achieve this end we need education at all levels as well as in daily informal activities.

* C. G. Jung on Education for the Second Half of Life, MARIAN L. PAUSON, Old Dominion University

C. G. Jung's philosophy comprises a view of human nature in which man possesses both outer and inner aptitudes and possibilities for development. Jung sees the first half of life as devoted to the cultivation of outer resources; namely, the development of talents, skills, habits and attitudes leading to a strong ego identity which is manifested in a harmonious combination of profession, marriage and family relationships, place in society, public service, etc. Here man is preoccupied with the expansion of himself in the outer world. However, for the second half of life (from middle age onwards), Jung believes the focus of life to be different. He sees these years as more fruitfully spent in the development of inner resources; namely, with the cultivation of the spirit within. Here one is more concerned with creativity and culture, with the discovery of meaning in one's own life and in the life around him, with the development of flexible attitudes necessary to meet the ongoing changes of process, with the refining of human relationships, and with a more complete participation in the unfolding of human consciousness. He believes that this spiritual preoccupation in the second half of life would then bring with it a harmonious acceptance of death when its appropriate hour arrives.

* Max Weber Meets Narcissus: The Work Ethic and Contemporary Education, ROBERT WHALEY AND GEORGE A. ANTONELLI, University of North Carolina-Charlotte

Generalizations about the demise of the Protestant Work Ethic and diminishing motivations among youth may be heard coming from the lips of the general public and professional educators alike. But what specific aspects of the contemporary socialization and education of young people may be scrutinized to reveal a basis for these contentions about declining aspirations and work values among youth?

This paper will examine the interaction of two primary agents of youthful socialization--the commerical massage of children's television and the educational massage of "open" classrooms--resulting in the formulation of youth's attitudes toward work. Modern Narcissus is afforded his reflecting pools by the gratification ethic of commerical mythology and the "child-centered" curricula of "open" education.

Just as the hand-to-mouth existence of the credit card consumer has supplanted the deferred gratification of savings and capital accumulation so have the soft requirements of the "experience curriculum" supplanted the ardors of drill, practice, and sequential skill development in education. The "learning-is-fun" ethos and individualized consuming in learning centers negates the former paradigm of the American Dream: challenge, effort, and earned success.

* Pluralistic Education: A Western and Non-Western Perspective, KAMAL K. SRIDHAR, University of Illinois-Urbana

The theory of pluralistic education lags behind the demand for it in the United States. It is instructive to compare the U.S.

experiment with countries with pluralistic programs, e.g. India, with its linguistic, religious and cultural diversity. The Indian and the U.S. educational settings are analyzed with reference to such central policy issues as the language of instruction. It is shown, on the basis of the author's empirical study, that the choice of instructional media among multilinguals involves a complex interplay of pragmatics (career goals, etc.) and attitudes (ethnicity, etc.). It is argued that such studies should form a substantial input to educational policy.

* Pluralism in Education: A New Term for an Old Idea?, CHO-YEE TO AND RUDOLF B. SCHMERL, The University of Michgian

Pluralism as an educational value, intended to reflect the diversity of American society, appears consonant with democratic and more general humanistic ideals. However, some of its manifestations, in both policy and practice, its demands and attitudes, suggest that it may be well to reflect on the directions in which we now seem to be moving. On the basis of their personal experiences as immigrants, the authors deliberate on the central task of education. Should it be the deepening of one's sense of identity as a member of a group with a specific history and culture, or alternatively, the enhancement of progressive intellectual liberation of the individual? The authors present their positions in a four-part dialogue.

3.3

The Role of Supervision and Curriculum for Pluralistic Education

CATHERINE COBB MOROCCO, Education Development Center, Newton, Mass.

* Supervision Through Educational Management by Objectives, JOSEPH P. MOONEY AND CYRUS A. ALTIMUS, Old Dominion University

During the past three years the Old Dominion University Department of Leadership and Services has conducted research in the area of Management by Objectives (MBO) in business and education. The education departments of all states and territories were surveyed. The most noteworthy MBO practices in business were adapted to the supervisory process in education in order to create a system of democratic supervision that is time-manageable in the schools.

This presentation is designed to demonstrate how Management by Objectives (MBO) principles can be applied to school divisions as a democratic system for planned change. MBO in business and MBO principles will be presented. The idea of the public, administration and staff working together to set goals and objectives will be stressed.

Working from a tentative list of goals, the participants will be asked to develop and rank a list of goals for the organization through the small-group process. The group will be guided through an exercise designed to write objectives for the goals. The "Logistics Program" essential to the achievement of goals and objectives, will be outlined and discussed. Finally, the MBO "Supervisory Sequence" will be explained and demonstrated via "Role Playing" by the participants. This is designed to illustrate how supervisors actually work with those being supervised on-the-job to achieve mutually planned goals and objectives.

Explanatory materials will be distributed during the presentation.

* The Curriculum Information System: A Strategy for Planned Change, JOHN McBRAYER, Virginia State College

There is a continual need for curricular change in higher education. In America's pluralistic society, rapidly accumulating knowledge and changing conditions create new trends, opportunities, needs, and problems. Our pluralistic society's survival literally depends on the ability of institutions of higher education to educate and train individuals to deal with these new challenges. Correspondingly, the survival of each college or university ultimately depends on its continual demonstration of its relevant societal responsiveness. The chief vehicle for responsiveness to new challenges in higher education is a curriculum binded in traditional disjointed incrementalism and bound in ivory tower emulations. Management of curricular change in higher education is difficult, but possible through systemic development strategies. This paper presents an approach to planned curricular change in higher education. Change is operationally defined here as "purposive intervention into articulated congeries of dynamic university systems, in order to achieve appropriate outcomes..." The "purposive intervention" is founded on the development of a Curriculum Information System.

* Evaluating a Pluralism Curriculum in the Community College Context, CATHERINE COBB MOROCCO, Educat[illegible] Development Center, Newton, Massachusetts

Community colleges offer a challenging context for teaching about American policy toward ethnic pluralism. There, students of diverse backgrounds can bring a powerful sense of immediacy to learning about historical tensions between shared American identity and ethnic diversity. This paper presents methods and findings of the first stage of a formative evaluation of a new social science curriculum, The American Experiment: E Pluribus Unum, currently being piloted in five community colleges across the country. Using ethnographic approaches, the study follows the ways the curriculum is adapted for various student groups and the classroom communication strategies that are used to illuminate and connect past and current conflicts over ethnic pluralism.

* Progress, Problems and Prospects of Multicultured Teacher Education in a Post Bakke Era, EDWINA B. VOLD, Norfolk State College

This paper will examine Multicultural Teacher Education which by its design supports the ideology of Cultural pluralism in our American society. This examination will cover a review of theoretical positions by various educators, sociologists and psychologists regarding education for the culturally-different.

Also discussed will be the conceptual framework of existing multicultural programs; the problems and the progress which seem evident in the design, implementation and evaluation of these programs. Central to this section will be a discussion of the inherent problems in the research efforts by educators to determine if, in fact, multicultural education does make a difference.

The final portion of the paper will deal with the prospects of Multicultural Teacher Education and such social issues as "reverse discrimination" which may affect its longevity or its impact.

* Planned Change in Education - Pluralistic Trends and Images, FLORENCE HOOD, Norfolk State College (abstract unavailable)

3.4

Sociological Aspects of Pluralism

DORENE D. ROSS, Virginia State College, Chair

* Particularism and Universalism - Assimilation or Pluralism: A Sociological View of the Educational Debate, ARNOLD ANDERSON-SHERMAN, George Mason University

The debate over the extent to which minority students should be assimilated into American society through the process of education continues. Should they be assimilated or should educational experience allow for maintaining or strengthening cultural heritage? Should non-minority students be exposed to the culture of the various American ethnic groups?

A sober consideration of the sociological parameters of the psychodynamics of ethnicity in relation to pluralistic or assimilationist policies are often not taken into account. The points of view which support educational policies seem to support either a latent particularistic or universalistic social-political theory. A careful consideration of these dimensions produces serious challenges to the universalistic - particularistic dichotomy which is a major basis of American political theory. This paper will outline the nature of this conflict, and will indicate the implications both for political theory and for educational policy.

* A Social Paradox in Education: A Case of Pollution, JOY P. KANNARKAT, Norfolk State College

Environmental pollution has been a growing concern for several decades. However, pollution is currently viewed in quite a circumscribed fashion to include just the physical aspects of the environment, such as air and water. This paper identifies and empirically documents a strong case of EDUCATIONAL POLLUTION in our society. Specifically, commercial advertising has become a source of pollution causing deleterious effects on children's language learning. The research demonstrating the deleterious effects will be presented. The paradox is that children are presented with contradictory information in different parts of the social system (i.e., school and public situations). A new concept of Community Pollution is introduced in which the newly identified educational pollution as well as the traditional environmental pollution (Physical Environment) are subsumed.

* Implications for Public Education of Dramatization Utilizing Offenders, ERA F. LOONEY, Virginia Polytechnic Institute and State University

Similarities appear between incarcerated adults and early adolescents in relation to their undeveloped positive self-image and their low level of awareness of educational/career opportunities. This presentation will discuss the results of a VPI & SU study conducted at the Women's Correctional Facility at Goochland. Methods

and techniques for utilizing incarcerated adults to alert adolescents to the effects of incarceration will be illustrated. Available alternatives to adolescents through participation in public education will be emphasized.

* Educational Criticism: Methods and Uses, DORENE D. ROSS, Virginia State College AND DIANE W. KYLE, University of Virginia

This paper describes educational criticism, a multidisciplinary research approach (McCutcheon, 1979) and discusses the uses of the approach in studying educational settings and materials. The description of educational criticism, an approach combining and adapting the information collecting and reporting techniques of anthropology and aesthetic criticism, will focus on the processes of observation, interpretation, and appraisal. The criteria for the validation of interpretation and for the evaluation of a qualitative research approach also will be discussed. The discussion of uses will include the description of several studies which have utilized the approach and a discussion of the potential value of such research studies for researchers, teacher educators and practicing educators.

5.1

Pluralism: A Case for Multi-Culturalism in Education

GARY W. ECKELS, University of Massachusetts, Chair

* Innovation in the Age of Pluralism: The Paradox of Poverty and Promise, GEORGE A. ANTONELLI AND ROBERT WHALEY, University of North Carolina-Charlotte

Educators across the nation are aware of the need for change and have felt public pressure to equip students of differing abilities with the wherewithal to solve their life problems. The result has been a variety of innovative programs created beneath the umbrellas of federal legislation, private foundations, educational leaders, eminent scholars, national curriculum groups as well as societal forces. The resulting innovative pluralism seems to have created a paradox of poverty and promise which translates as a dualism: too many choices versus too many expectations. This consequence has created a national demand for accountability. Indeed, educators seem to have been placed in the lead role in The Trial in which Kafka portrays the plight of an individual who is tried for a crime he has not committed before a jury he does not recognize and in the presence of a judge he cannot see. Whether the accounting is metaphorical or methodological, the paradox of poverty and promise in the age of pluralism must be explored, examined, and explained.

* Life-Long Learning and the Professional, BRUCE J. ANDERSON, Old Dominion University

This paper will review and assess the current status and practice of life-long learning and continuing education for the professions. Specific implications will be drawn for institutions of higher education as providers of professional continuing

education in light of current programming trends by private educational and training organizations as well as professional associations.

* Multi-Cultural Education in the Post Bakke Era: An Examination of the Empirical Data on the Attitudes of Educators and its Relationship to Planned Educational Change, LARRY A. VOLD, Hampton Institute

This study examines the attitudes of over 300 pre-service teachers toward crucial philosophical positions that provide the basis for multicultural teacher education programs. Students were selected from four institutions of higher education in a major metropolitan area on the east coast. The institutions range from small private colleges to large urban state universities. Within the sample are colleges that have predominantly Black and predominately White student bodies.

The research examines issues that can be clustered in three categories: Functions of the School, Socialization Experiences and Teacher Role. Data is examined on the basis of Consistency of Response in Cluster Areas.

Results of the research are analyzed in relationship to: type of school attended, sex, race, academic and program background, and elementary and secondary area as a career choice. Selected variables provide information for placing a respondent on a continuum showing favorableness or opposition to goals and purposes of multicultural education.

The attitudes of pre service teachers are used as a basis for examining the efficacy of selected approaches in multicultural teacher education.

* The Teacher-Counselor as Cultural Broker: A Case Study in Bi-Cultural Pedagogy, KAREN M. GENTEMANN AND TONY L. WHITEHEAD, University of North Carolina-Chapel Hill

This paper explores the feasibility of the culture broker concept in bicultural higher education. The authors first establish the idea of blacks as a legitimate "cultural segment" in the pluralistic American society. Mainstream and minority cultures are viewed as sharing some cultural symbols in so far as they participate in the dominant culture, but differing in other symbols because of different social histories.

The idea of cultural symbols is that they provide a means of sociocultural communications. Cultural symbols are present in language, music, gestures, art, and other areas of expressive life. The idea is presented that since the educational process is dominated by the symbols of mainstream culture, the education of members of the minority culture is facilitated by the utilization of the cultural broker in the educational process.

The feasibility of this notion is demonstrated through an analysis of the utilization of the teacher-counselor concept in an experimental program for so-called "high-risk" black youth enrolled in a two-year college level program at an urban university. The cultural broker is described as a person who straddles both cultures, acting as an informational link, capable of manipulating the cultural symbols of both groups, facilitating communication, and thereby ensuring a greater educational achievement on the part of student. Data are provided to document the success of the program.

* The Case for Pluralistic Language in our Multicultural Society, GARY W. ECKLES, University of Massachusetts

Language reflects and creates social reality. Most of our learning is done symbolically; yet, recent media research indicates that we may not be accurately reflecting the pluralistic nature of our society. For instance, the popular Black situation comedies do not use the Black English of naturalistic settings, but rather proffer an "acceptable" version of Standard English. Moreover, our schools still, by and large, promote a unilingual appreciation of our environment.

The case for a pluralistic language argues that we need to prepare citizens for a culturally pluralistic society, that teaching a pluralistic language, encourages respect for differences, recognizes the unique, contributing strengths of each component of society, and orients our educational system to accept not only the reality of society, but the integrity of speakers of non-Standard English. This accepting orientation strengthens both an individual's self-concept and feeling of belonging. In addition, a pluralistic language helps us to see other ways of interpreting the world and to appreciate at once the vitality and the limits of language. Thus, the chances for educational achievement are enhanced. The ultimate goal is that students will both know and value our multicultural society.

* Answering the Unasked Questions: The Key to Effective Planned Change in Education, VERNON L. CLARK, University Research Corporation, Washington, D.C.

An important key to stimulating qualitative innovations in educational practices reside in the ability of the change agent to understand the unspoken concerns of educational practitioners. These concerns do not often present themselves in very direct questions and, hence, often go ignored by consultants attempting to stimulate change. Unfortunately, when these concerns are not addressed, there is a likely probability that the quality of the planned innovation/change will be diminished. The perceptiveness of the consultant to the concerns of practitioners and the manner in which these concerns are addressed can prove pivotal to the value and impact of any attempts at stimulating changes in educational practices.

This presentation will highlight five very basic and implicit concerns expressed in most consultative relationships. These concerns will be expressed in the form of five questions most asked of consultants charged with the task of stimulating and guiding planned change in education.

5.2

Symposium on Access to Educational Equity: Administrative Internships for Minority Graduate Students

JOHNNIE McFADDEN, University of South Carolina, Chair
CHARLES E. DURANT, University of South Carolina
FOSTENIA BAKER, University of South Carolina

Institutions of higher education have become increasingly aware

of the need to design programs for identifying and maintaining aspiring and competent minority administrators. The impetus for changing traditional barriers to graduate education can be found in designing planned experiences focusing on skills acquisition and personal and professional growth. The College of Education, University of South Carolina presents a systematic approach to training minority administrators interested in assisting developing institutions increase and maintain academic excellence.

The Administrative Internship Program is an innovative model for increasing minority representation in senior administrative and decision-making positions in collegiate institutions. It is discussed in terms of its unique thrust, institutional setting, population, state and national recognition, and funding support. The symposium will be followed by a video-tape presentation and a dialogue period with participants.

5.3

Joint Hampton Institute-University of Michigan Project for Minorities and Women in Educational Research

CAROLYN I. COOPER, Hampton Institute, Chair

Several Hampton Institute faculty members are currently participating in a Joint Hampton Institute-University of Michigan Training Project designed to increase the participation of minorities and women conducting educational research. The project is sponsored by the National Institute of Education and intended to enhance the methodological research skills of the participants. Eight University of Michigan professors, who serve as mentors, are providing collaborative support for the project. Additional participants include three University of Michigan junior faculty members and three University of Michigan graduate students.

The design of this study focuses on participants being placed in one of three different types of research teams: (1) a triad including a Hampton faculty member, a Michigan junior faculty member, and a Michigan senior researcher, (2) a triad consisting of a Hampton faculty member, a Michigan graduate student, and a Michigan senior researcher, and (3) a dyad involving a Hampton faculty member and a Michigan senior researcher.

This presentation will be presented in the form of a panel discussion. The Hampton participants will present status reports of their individual projects. The following research topics will be presented:

Factors which Influence the Quality of the Relationship Between Student Teachers and Cooperating Teachers, W. ROSS BOONE, Hampton Institute, YEVONNE SMITH AND WILLIAM MORSE, University of Michigan

Identification and Possible Solutions to Problem Situations That Exist Between Student Clinicians, Supervising Clinicians and College Supervisors in the Department of Communication Disorders, DORIS JARVIS, Hampton Institute, ELLA BOWEN AND DEAGELIA PENA, University of Michigan

Investigation of the Social and Economic Implications of Teacher Training in Jamaica, British West Indies, PATRICK LEWIS, Hampton Institute, WILTON BARHAM AND NIARA SUDARKASA, University of Michigan

The Effect of Memory Aids on the Performance of Students with Test Anxiety, LINDA PETTY, Hampton Institute, SALLY LUSK AND WILBERT McKEACHIE, University of Michigan

An Investigation of the Nature and Degree of the Kinship and Friendship Network Systems of the Black Elderly as They Interact in Non-market Activities, MATTIE PLEASANTS, Hampton Institute, GERALD GURIN, University of Michigan

An Investigation of Black Literature in the Secondary School Curriculum of the State of Virginia 1953-1978, SHIRLEY SHERMAN, Hampton Institute, CHO-YEE TO AND RUDOLF B. SCHMERL, University of Michigan

6.1

Educational Opportunity: Are Our Assumptions Correct?

HENRY C. JOHNSON, Seton Hall University, Chair

Since 1968, colleges and universities have been challenged with developing programs to provide access and opportunity for minorities and educationally disadvantaged students. The response has given us programs that are remedial or developmental in scope. While the assumptions for remediation are understandable the instructional focus has been a deficit model. That is, students lack a skill, as determined by our diagnostic tests, that must be remedied before they can move forward. Consequently, much of the educational delivery system has been, and is, remedial in nature. There is a need, however, to re-think the purpose of such programs and formulate new assumptions about their instructional responsibility.

The purpose of this symposium is to provide an opportunity to discuss and question approaches to program planning. In addition, it is hoped that this symposium will raise issues that will help us to better understand how we can better provide an EDUCATIONAL OPPORTUNITY. A program that will have positive implications for secondary as well as post-secondary instruction. A program that will strengthen academic performance as well as attitudes toward learning.

* Presentation of an Educational Opportunity Program Model, HENRY C. JOHNSON, Seton Hall University

* Strategies and Problems in Recruiting for Educational Opportunity Programs, DEBORAH CLASH, Seton Hall University

* The Role of Parent Involvement in Building and Educational Opportunity, LEWIS ROLAND, University of North Carolina-Chapel Hill

* Educational Opportunity: More Than an Illusion, CAROL McMILLAN, Seton Hall University

* Strategies for Improving Reading and Study Skills, JOSEPH DEPIERRO, Seton Hall University

* CETA - An Educational Opportunity, ROBERT L. BELLE, Seton Hall University

* Strategies for Improving Test Taking Skills at the Pre-Professional and Professional School Level, HENRY T. FRIERSON, University of North Carolina-Chapel Hill

Discussant: FRANCIS J. SULLIVAN, Seton Hall University

6.2

Educational Problems in the United States

CHARLES D. WALTERS, Hampton Institute, Chair

* Discipline in Schools: The Dilemma of Responsibility vs. Authority, ALYCE GAINES, Hampton Institute

The administrator, today, faces a dilemma when he must discipline students through expulsion or suspension.

The Gallup Poll reports that the public expects tough discipline, but also numerous court decisions restrict the options on discipline. Parents throw legal challenges at the school accusing administrators of suspending indiscriminantly.

Alternatives to school suspension are presented.

* Drugs in Our Schools: A Bad Trip for Education, STERLING H. HUDSON, III, Hampton Institute

The use of illegal narcotics, and other substances by students in our public schools is so prevalent that it is enough to stagger the imagination. From grade school to high school, more and more children and adolescents are being swept into the drug scene. So far, the appearance of mood modifiers on our school campuses for the past decade has apparently caught our school administrators off-guard, and left many at wits' end to solve the growing problem.

Administrators must admit that drugs have actually invaded the sanctity of school grounds in the first step toward solving the drug dilemna. Illegal substances are on the campus! Several types of programs and concepts are presently in use by administrators in their attempts to minimize the use and traffic of drugs on school grounds. Programs for controlling drugs on school grounds will be presented.

* Providing Positive Learning Experiences to Youth of Diverse Children, ANSLEY RAMBEAU, Hampton Institute

Contemporary America confronts difficulties in providing positive learning experiences to youth of diverse cultures. The issue, however, cannot be resolved by adhering to the false belief that "assimilation into the mainstream" will eradicate the problem. The issue demands the recognition of the worth and dignity of diverse cultures, each of which can "make a difference" in contributing to the human growth and development of the whole society. The fostering of self-awareness and group awareness is extremely important, as is the effective integration of parental involvement in the educational system and the holding of positive attitudes by teachers and administrators.

* Administration of the Minimum Competency Test, ORA W. TAYLOR, Hampton Institute

The need for a minimum competency testing program was established when the general public began to criticize the schools for graduating unskilled, incompetent citizens who were unable to

perform satisfactorily on the job. As of March, 1978, thirty-three states had implemented a program of statewide assessment testing which intended to provide for the improvement of education. Each school district is responsible for establishing standards for graduation from high school and for promotion from one grade to the next.

The standards of minimum compentency include, but are not limited to, mastery of the basic skills and satisfactory performance on the functional literacy test. Although educational accountability is a sound concept, further guidelines are needed for implementation, local remediation programs, inservice training, community information, and the maintenance of student records.

* The Need for Good Public Relations in our Schools, TERENCE L. TAYLOR, Hampton Institute

Parents have many questions that go unanswered each year due to poor communications between the school and the community. Since the schools are funded from the tax dollar, all information regarding the educational environment should have viable means of reaching the public. The public should be informed of newly introduced policies, activities, adult enrichment programs, special education programs and any other related material that affects the family or the school.

With the growth of television and other multi-media operations, educational data should have little problem being disseminated to the masses. Adequate public/school communications is one of our greatest assets in education.

* Alternative Programs Designed to Alleviate Disciplinary Problems, DORIS H. WATSON, Hampton Institute

Alternative programs designed to alleviate problems of discipline will be identified. The findings of the preventive programs will be discussed. The results indicate that alternative discipline programs provide interest, challenge, and motivation to students.

* Inequities and Disparities of Our Educational Finance System, BARBARA M. WHITE, Hampton Institute

The American educational system is characterized by widespread inequality. Poor people and blacks have always received far less than their share of our educational resources.

There are significant disparities among the school districts in the nation. These disparities are in the areas of quality of the education they provide, cost of providing equivalent educational services, need for different types of educational programs, and the tax burdens placed upon residents.

An objective that might be pursued through increased federal support of elementary and secondary education is the reduction or elimination of the inequities and disparities that now characterize the nation's school finance system.

6.3

Symposium in Perspectives that Teachers Need to Operate Effectively in Desegregated School Settings

TERRY M. WILDMAN, Virginia Polytechnic Institute and State University, Chair
THOMAS M. SHERMAN, Virginia Polytechnic Institute and State University
MARY A. LEWIS, Virginia Polytechnic Institute and State University
JOHN K. BURTON, Virginia Polytechnic Institute and State University

This symposium suggests that providing for quality and equity in desegregated school settings requires simultaneous solution of issues which have, for the most part, been treated as isolated topics. The discussion will focus on the fact that teachers and other key instructional personnel need to coordinate perspectives across four areas (minimally) in order to plan competently for children during this era of desegregation. First, teachers must be able to examine present schooling conditions in light of the past experiences of minority groups in the American educational system and the litigation these groups have had to use to make public schools responsive to their needs. Second, teachers must recognize (and understand why) that the historical role of schools in creating a common culture is no longer appropriate or desirable, particularly as this role has been operationalized to the detriment of minorities. Third, it is important to (a) recognize the problems inherent in both extreme positions (assimilationist and pluralist) which underly most of the current thinking in educational programming, and (b) be able to articulate compromise alternatives. Finally, teachers must be technically capable of creating instructional programs which are consistent with known principles of design as well as recently matured theories of learning. The symposium addresses these individual concerns as well as the relationships among them.

Appendix B

Evaluation Instrument

1. Initial Questionnaire
2. Instructions for Participant Logs
3. Semantic Differential
4. Goal Attainment Instructions
5. Team Goals
6. Example Time Distribution Sheet
7. Interview Schedule
8. Final Questionnaire

INITIAL QUESTIONNAIRE

TO: Participants in the Joint Hampton-Michigan Program

FROM: Program Coordinators

We are asking each of you to reflect on the questions listed below and to write out your responses. This will provide us with some sense of the participants' needs and goals. Hopefully, the program will be successful in helping each of you achieve those goals. During the course of the year we will be periodically interviewing each of you to determine whether or not the program is meeting your needs and how the program could be improved.

Thank you for your help in providing us with this information.

1. What type of formal research training have you had? Please describe.

2. Describe your informal research training, e.g. any projects you may have worked on.

3. What do you feel are your strengths in terms of conducting research?

4. Do you feel the need for additional research training? If so, what type?

5. What are your goals for this project, specifically what do you hope to achieve?

6. What factors do you feel will facilitate your achieving these goals?

7. What do you feel are the constraints or barriers in your present situation which prevent you from performing the research you would like to?

8. Do you feel this project can eliminate any of these barriers?

9. Are there any other opportunities you feel the project will provide you with?

10. Please bring to mind one or two people that you feel work w ll in groups. What do you feel are the characteristics of these people that help them operate effectively in a group?

11. What do you expect your role to be within your group?

JOINT HAMPTON-MICHIGAN PROGRAM

PARTICIPANT LOGS

In order to provide us with some insight into the process of conducting research, we would like each of you to keep a log. The log should serve two purposes:

First, we would like you to record your thoughts about the project every two weeks. Take some time to reflect on your research project and the progress you've made. We'd like you to record an entry every two weeks which includes your feelings about the project, perhaps your thoughts about the group process, or why the project is or is not staying on schedule. These entries are meant to be subjective.

Secondly, we would like you to record critical incidents. A critical incident is an observable event or activity which you feel has an important effect (positive or negative) on the outcome of the research project. Such incidents should be described in fairly objective terms. For example, one team has already experienced some difficulty in obtaining subjects. The experiment will be conducted in classrooms, and some major modifications in the design of the experiment were required to accommodate the concerns of the teaching fellows. Incidents such as this should be described in concrete terms, detailing exactly what happened.

SEMANTIC DIFFERENTIAL

JOINT HAMPTON-MICHIGAN PROGRAM QUESTIONNAIRE

Directions:

The following questionnaire is designed to determine how you feel about certain concepts. At the top of each page you will find the concept followed by a series of rating scales. Each scale lists two adjectives with seven points between them. You are to indicate how you feel the adjective pair describes the concept by placing an X somewhere along the scale. For example, the concept may be:

How do you feel about vacations?

Friendly ____ : ____ : ____ : ____ : ____ : ____ : ____ Unfriendly

If you feel vacations are about as friendly as unfriendly your rating would be:

Friendly ____ : ____ : ____ : X : ____ : ____ : ____ Unfriendly

If you feel vacations are slightly more one way than the other, your rating would be:

Friendly ____ : ____ : X : ____ : ____ : ____ : ____ Unfriendly

or

Friendly ____ : ____ : ____ : ____ : X : ____ : ____ Unfriendly

The more you feel one adjective describes the concept than the other the closer your X should be to that adjective.

Please rate each concept on all the adjectives, work quickly and give your first impressions.

How do you feel about the Joint Hampton-Michigan Program?

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Unfair	____	____	____	____	____	____	____	Fair
Easy	____	____	____	____	____	____	____	Difficult
Strong	____	____	____	____	____	____	____	Weak
Unimportant	____	____	____	____	____	____	____	Important
Safe	____	____	____	____	____	____	____	Risky
Ineffective	____	____	____	____	____	____	____	Effective
Efficient	____	____	____	____	____	____	____	Inefficient
Hindering	____	____	____	____	____	____	____	Helpful
Pleasant	____	____	____	____	____	____	____	Unpleasant
Productive	____	____	____	____	____	____	____	Unproductive
Inaccurate	____	____	____	____	____	____	____	Accurate
Ethical	____	____	____	____	____	____	____	Unethical
Sufficient	____	____	____	____	____	____	____	Insufficient
Worthwhile	____	____	____	____	____	____	____	Not worthwhile
Unreliable	____	____	____	____	____	____	____	Reliable
Rigid	____	____	____	____	____	____	____	Flexible
Optimistic	____	____	____	____	____	____	____	Pessimistic
Successful	____	____	____	____	____	____	____	Unsuccessful
Interesting	____	____	____	____	____	____	____	Uninteresting
Progressive	____	____	____	____	____	____	____	Regressive
Cautious	____	____	____	____	____	____	____	Rash
Stable	____	____	____	____	____	____	____	Unstable
Superficial	____	____	____	____	____	____	____	Profound
Relaxed	____	____	____	____	____	____	____	Tense
Vague	____	____	____	____	____	____	____	Precise
Controlled	____	____	____	____	____	____	____	Accidental
Good	____	____	____	____	____	____	____	Bad
Beautiful	____	____	____	____	____	____	____	Ugly
Calm	____	____	____	____	____	____	____	Agitated
Happy	____	____	____	____	____	____	____	Sad
Clear	____	____	____	____	____	____	____	Hazy
Hot	____	____	____	____	____	____	____	Cold
Nice	____	____	____	____	____	____	____	Awful
Active	____	____	____	____	____	____	____	Passive
High	____	____	____	____	____	____	____	Low
Honest	____	____	____	____	____	____	____	Dishonest

How do you feel about research?

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Unfair	____	____	____	____	____	____	____	Fair
Easy	____	____	____	____	____	____	____	Difficult
Strong	____	____	____	____	____	____	____	Weak
Unimportant	____	____	____	____	____	____	____	Important
Safe	____	____	____	____	____	____	____	Risky
Ineffective	____	____	____	____	____	____	____	Effective
Efficient	____	____	____	____	____	____	____	Inefficient
Hindering	____	____	____	____	____	____	____	Helpful
Pleasant	____	____	____	____	____	____	____	Unpleasant
Productive	____	____	____	____	____	____	____	Unproductive
Inaccurate	____	____	____	____	____	____	____	Accurate
Ethical	____	____	____	____	____	____	____	Unethical
Sufficient	____	____	____	____	____	____	____	Insufficient
Worthwhile	____	____	____	____	____	____	____	Not worthwhile
Unreliable	____	____	____	____	____	____	____	Reliable
Rigid	____	____	____	____	____	____	____	Flexible
Optimistic	____	____	____	____	____	____	____	Pessimistic
Successful	____	____	____	____	____	____	____	Unsuccessful
Interesting	____	____	____	____	____	____	____	Uninteresting
Progressive	____	____	____	____	____	____	____	Regressive
Cautious	____	____	____	____	____	____	____	Rash
Stable	____	____	____	____	____	____	____	Unstable
Superficial	____	____	____	____	____	____	____	Profound
Relaxed	____	____	____	____	____	____	____	Tense
Vague	____	____	____	____	____	____	____	Precise
Controlled	____	____	____	____	____	____	____	Accidental
Good	____	____	____	____	____	____	____	Bad
Beautiful	____	____	____	____	____	____	____	Ugly
Calm	____	____	____	____	____	____	____	Agitated
Happy	____	____	____	____	____	____	____	Sad
Clear	____	____	____	____	____	____	____	Hazy
Hot	____	____	____	____	____	____	____	Cold
Nice	____	____	____	____	____	____	____	Awful
Active	____	____	____	____	____	____	____	Passive
High	____	____	____	____	____	____	____	Low
Honest	____	____	____	____	____	____	____	Dishonest

How do you feel about your ability to conduct research?

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Unfair	____	____	____	____	____	____	____	Fair
Easy	____	____	____	____	____	____	____	Difficult
Strong	____	____	____	____	____	____	____	Weak
Unimportant	____	____	____	____	____	____	____	Important
Safe	____	____	____	____	____	____	____	Risky
Ineffective	____	____	____	____	____	____	____	Effective
Efficient	____	____	____	____	____	____	____	Inefficient
Hindering	____	____	____	____	____	____	____	Helpful
Pleasant	____	____	____	____	____	____	____	Unpleasant
Productive	____	____	____	____	____	____	____	Unproductive
Inaccurate	____	____	____	____	____	____	____	Accurate
Ethical	____	____	____	____	____	____	____	Unethical
Sufficient	____	____	____	____	____	____	____	Insufficient
Worthwhile	____	____	____	____	____	____	____	Not worthwhile
Unreliable	____	____	____	____	____	____	____	Reliable
Rigid	____	____	____	____	____	____	____	Flexible
Optimistic	____	____	____	____	____	____	____	Pessimistic
Successful	____	____	____	____	____	____	____	Unsuccessful
Interesting	____	____	____	____	____	____	____	Uninteresting
Progressive	____	____	____	____	____	____	____	Regressive
Cautious	____	____	____	____	____	____	____	Rash
Stable	____	____	____	____	____	____	____	Unstable
Superficial	____	____	____	____	____	____	____	Profound
Relaxed	____	____	____	____	____	____	____	Tense
Vague	____	____	____	____	____	____	____	Precise
Controlled	____	____	____	____	____	____	____	Accidental
Good	____	____	____	____	____	____	____	Bad
Beautiful	____	____	____	____	____	____	____	Ugly
Calm	____	____	____	____	____	____	____	Agitated
Happy	____	____	____	____	____	____	____	Sad
Clear	____	____	____	____	____	____	____	Hazy
Hot	____	____	____	____	____	____	____	Cold
Nice	____	____	____	____	____	____	____	Awful
Active	____	____	____	____	____	____	____	Passive
High	____	____	____	____	____	____	____	Low
Honest	____	____	____	____	____	____	____	Dishonest

GOAL ATTAINMENT INSTRUCTIONS

TO PROJECT MEMBERS

We would like each team to formulate three major goals for the project. For each goal we would like you to indicate 5 degrees of attainment.

Degree of attainment

1. Most unfavorable outcome thought like
2. less than expected success
3. expected level of success
4. more than expected success
5. best anticipated success thought likely.

Degrees of attainment should be specified in behavioral terms. For example, if you were teaching a course, a goal may be that your students demonstrate competency on your exams

1. all students have scores of C or below
2. test scores positively skewed with few A's
3. test scores normally distributed
4. all students get A's and B's on exams
5. all students get A's on exams.

TEAM GOALS

Goal Attainment

Team Members: W. Morse, Y. Smith, R. Boone

Directions: For each of the goals listed below, please circle the number of the statement that best describes the degree of attainment achieved by your team.

Goal 1: Individual Goals - understanding of the problem and application of results.

Degrees of Attainment:

1. Collaboration fails, no results.
2. Unable to complete effort intended.
3. Use of knowledge gained by the team only; Ms. Smith completes Ph.D.
4. Leads participants to profound changes in modus operandi.
5. Team members have more knowledge regarding the problem of effective placement of student teachers and cooperating teachers (i.e., better psychological mix).

Goal 2: Intrainstitutional - Applications Hampton/U. of M.

Degrees of Attainment:

1. No systemic application.
2. Sporadic efforts to apply.
3. Immediate Depts. would utilize information.
4. New model established with widespread acceptance.
5. Impact on total teacher education programs in both institutions

Goal 3: Interinstitutional - Demonstration of utilization of information gained from the study.

Degrees of Attainment:

1. No reception of model.
2. Only incidental influence.
3. Concepts generated from research will influence institutions only through direct personal contact.
4. New model emerges based on concept of proper psychological mix.
5. Professional publications and presentations.

The Joint Hampton-Michigan Program

Goal Attainment

Team Members: B. Morrison, V. McLoyd, B. Toler

Directions: For each of the goals listed below, please circle the number of the statement that best describes the degree of attainment achieved by your team.

Goal 1: Publication of project results.

Degrees of Attainment:

1. To publish the final report for NIE.
2. To complete one article.
3. To complete three articles.
4. To complete four articles.
5. To write a monograph.

Goal 2: Generation of funding and data.

Degrees of Attainment:

1. Falling back on secondary data.
2. Data collected but not analyzed.
3. Comparative study of data collected in Hampton and Michigan.
4. Proposal not funded.
5. A large joint-net-grant.

Goal 3: Presentations to national conferences.

Degrees of Attainment:

1. No conferences to attend.
2. One paper.
3. Two papers.
4. One out of the four symposiums (listed below).
5. Presentation of paper at: ABPsy, AERA, APA, SRCD -two of four symposiums.

Goal Attainment

Team Members: D. Pena, E. Bowen, D. Jarvis

Directions: For each of the goals listed below, please circle the number of the statement that best describes the degree of attainment achieved by your team.

Goal 1: To identify the problems in the practicum situation as perceived by the three constituents (student clinician, supervising clinician, college supervisor) and make recommendations for change.

Degrees of attainment:

1. Plans are made for gathering data.
2. Some data is gathered, but not all indicated in the research design.
3. All data is gathered, but none analyzed.
4. Analysis is begun but not completed.
5. Data for all five steps will be gathered and analyzed, but no articles are published.
6. Each participant will be the senior author of a minimum of one article based on data from the project.

Goal Attainment

Team Members: G. Gurin, G. Walker-Burt, C. Hagey

Directions: For each of the goals listed below, please circle the number of the statement that best describes the degree of attainment achieved by your team.

Goal 1: Acquire a basic knowledge of survey research design.

Degrees of Attainment:

1. Acquire no information on survey research design and methodology.
2. Obtain partial information about survey research through informal, intermittent conversations with survey researchers.
3. Obtain information about survey research through informal leisurely reading.
4. Acquire information about survey research through a formal independent reading course.
5. Enroll in a formal course on survey research design during the summer session at the University of Michigan.

Goal 2: Design, implement and analyze survey research on minority elderly.

Degrees of Attainment:

1. Research design is not completed.
2. Design is completed, but no implementation or analysis is performed.
3. Design and implementation stages completed, but no data analysis is performed.
4. Design, implementation and analysis stages completed. Only descriptive statistical procedures are employed.
5. Design, implementation and analysis stages completed. Both descriptive and inferential statistical procedures are employed.

Team Members: G. Gurin, G. Walker-Burt, C. Hagey

Goal 3: Disseminate results of survey research to other professionals and paraprofessionals working with the elderly.

Degrees of Attainment:

1. Results are not published or presented at formal professional meetings.

2. Partial results are presented at one professional meeting only.

3. Partial results are presented at one professional meeting and through one professional journal publication.

4. Results are disseminated on a regular basis to professionals only.

5. Results are disseminated on a regular basis through a series of professional presentations and journal publications for both professionals and paraprofessionals.

Goal Attainment

Team Members: W. McKeachie, S. Lusk, L. Petty

Directions: For each of the goals listed below, please circle the number of the statement that best describes the degree of attainment achieved by your team.

Goal 1: Completion of Research Project.

Degrees of Attainment:

1. Data collected but not suited for dissertation or publication.
2. Dissertation but no interesting findings.
3. Dissertation and one article rejected.
4. Dissertation and one article accepted.
5. Dissertation and 2 articles or a funded grant proposal.

Goal 2: Engage in Research Training.

Degrees of Attainment:

1. Become turned-off by quantitative methods.
2. Learn no new techniques for data analysis.
3. Become an adequate consumer of those (multivariate) techniques - use consultant effectively.
4. Understand some multivariate methods.
5. Learn multivariate techniques.

Goal 3: Development of New Research Projects.

Degrees of Attainment:

1. Not willing to undertake educational study.
2. Be willing to collaborate on educational research.
3. Begin nonfunded new project in the area.
4. Get funded research grant in the area.

Goal Attainment

Team Members: P. Gurin, R. Morse

Directions: For each of the goals listed below, please circle the number of the statement that best describes the degree of attainment achieved by your team.

Goal 1: To devise a study involving teaching high anxious freshman students various strategies for coping with stress (e.g., relaxation training, systematic desensitization and Rational Emotive Therapy).

Degrees of Attainment:

1. No study will be conducted.
2. Only a partial study will be conducted.
3. An adequate study will be conducted.
4. As a result of the collection of follow-up data, general conclusions may be drawn regarding the most effective coping strategies.

Goal 2: To set up with the assistance of the Resident Assistants an anxiety intervention program in half the dormitories for male and female freshman students.

Degrees of Attainment:

1. No intervention program would be inaugurated.
2. This program would be initiated but not completed.
3. Completion of the program would occur.
4. The program would be completed without too many problems occurring.
5. All RAs would cooperate and the program would be completed with full participation by all RAs involved in this project.

Team Members: P. Gurin, R. Morse

Goal 3: To assess the effectiveness of the coping skills intervention by comparing freshmen who receive treatment and those not receiving treatment on measures of anxiety and Grade Point Averages.

Degrees of Attainment:

1. Students receiving no treatment will have less anxiety and will have higher GPA's than those receiving treatment.
2. No difference in the level of anxiety and GPA's will exist between the treatment group and the no-treatment group.
3. A difference in the level of anxiety between the treatment and no-treatment group will be found.
4. A difference will be found between the treatment group and the no-treatment group in terms of GPA.
5. The treatment group will have less anxiety and higher GPA's than the no-treatment group.

Goal 4: One publication or presentation at a meeting will evolve.

Goal Attainment

Team Members: C. To, S. Sherman

Directions: Please circle the letters of the statements that best describe the degree of attainment achieved by your team.

5. Best anticipated success thought likely:

a. This study will reveal certain educational trends in regard to incorporating Black literature into the American literature curricula of selected school systems in Virginia and should provide educational and literary insight for the teacher of English.

b. It will be a completion of an adequate dissertation proposal for the University of Virginia to be developed into a dissertation. It is the goal that with revision, the dissertation will be published in book form.

c. Before completion of dissertation, an article to be presented in conference.

d. It will open up new areas for English research in Black Literature.

4. More than expected success:

a. It will provide preponderant knowledge to teachers of English about Black literature available that can be used in their classes.

b. The resulting dissertation proposal will signify an attainment of good ability on research methodology.

c. A completed publication will grow out of the project.

3. Expected level of success:

a. A completed dissertation proposal.

b. Gaining of knowledge about black literature in secondary curriculum and research methodology for a particular concentration on a specific topic.

c. A draft of a publishable article or a paper for conference.

2. Less than expected success:

a. Only in meeting the deadlines.

Goal Attainment

Team Members: N. Sudarkasa, W. Barham, P. Lewis

Directions: For each of the goals listed below, please circle the number of the statement that best describes the degree of attainment achieved by your team.

Goal 1: The group expects to produce from this study a long range collaborative project designed to investigate certain educational, political, sociological and economic trends in the Jamaican society.

Degrees of Attainment:

1. Not to have any idea of what form the long range collaborative project will take.
2. To have general but not specific ideas of the long range collaborative project.
3. To be clearly conscious of what we would like to have done in the long range collaborative project and to have each individual's tasks clearly delineated.
4. To have the long range collaborative project considered worthy of funding before the pilot project is finalized.
5. To receive funding for the long range collaborative project.

Goal 2: To produce a successful pilot project from which the long range collaborative project will evolve.

Degrees of Attainment:

1. Not to have formulated a pilot project by the termination of our study.
2. To have produced a pilot project in which the members of the team are not completely satisfied.
3. To be satisfied with our pilot project.
4. To produce a document which is already advanced beyond a pilot project, and at the termination of the present research already addressing itself to aspect of the long range collaborative project.
5. For the pilot project to be worthy of generating funds for the long range collaborative project.

Team: N. Sudarkasa, W. Barham, P. Lewis

Goal 3: To produce a publishable manuscript based on our research findings.

Degrees of Attainment:

1. Not to have anything written at the termination of the project.
2. To have something written but not in publishable form.
3. To be satisfied with our publication.
4. To produce several "worthy" publications.
5. To have our essay or essays recognized as significant contributions on the problems of a society in flux.

TIME DISTRIBUTION SHEET

JOINT HAMPTON-MICHIGAN PROGRAM

Directions: Think carefully about your schedule for fall term, 1979. In the blank provided next to each activity listed below, indicate the approximate number of hours per week you engage in that activity during a typical week.

Activity:	Hours per Week:
Instructional Activities	
Teaching	_____
Preparation for Teaching	_____
Attending Class as a Student	_____
Homework	_____
Consultation	
Counseling, Supervising, Advising of students	_____
Consultation with Staff	_____
Administrative Activities	
Staff and/or Committee Meetings	_____
Other Administrative Duties	_____
Research Activities	
Background Reading/Planning of Studies	_____
Conducting Studies/Collecting Data	_____
Analyzing Results	_____
Report Writing	_____
Public Service	
Working on Community Projects	_____
Workshops, Public Speaking	_____
Other Pulbic Services	_____
Other:_____(Please Specify)	_____

The Joint Hampton-Michigan Program

Participant Interview - Spring 1979

1. How do you view the role of research in your present work situation?

2. What type of role do you feel research should play for someone in your work situation, the role it presently plays or something else?

3. If you could design your own job, how much time would be spent on research? What would you do with the rest of the time?

4. After our initial Program meetings in December, you must have developed some expectations concerning the Program.

   a. In what ways has the Program met your expectations?
   b. In what ways has the Program failed to meet your expectations?

5. About how often do you meet with or talk with ___ about your project?

   --(if respondentis a junior faculty) mention Michigan senior faculty
   --(if respondent is a senior faculty) mention Hampton junior faculty

   Who usually initiates the contact?

   Do you feel this is enough, too much, or not enough contact?

6. (Skip this question for members of dyads)
   How often are you in touch with (other member of triad not mentioned in Question 5)?

   Who usually initiates these contacts?

   Do you feel this is enough, too much, or not enough contact?

7. How do you feel about the group process. Do you think research should in general be conducted in collaboration with your colleagues? Why?

   Has working with a group facilitated your project?

8. What do you see as the strenghts and weaknesses of your research team?

9. What do you feel are the advantages and disadvantages of having a team involving someone from (Hampton Institute or The University of Michigan depending on affiliation of respondent)?

10. How do you feel about the progress your team has made on its research project?

11. If your team were just getting started on this research project now, would you do anything differently? (If yes) What?

12. Can you suggest any changes for the conduct of the overall Program, that is the way in which it is administered?

13. If we were to write for a renewal of this Program from N.I.E., what changes would you suggest for the structure of the Program?

14. If the grant were renewed, and you were responsible for setting up the research teams,

    What kinds of people would you select as junior participants, what criteria would you use for selection?

    What kinds of people would you select as team leaders?

    How would you form the teams?

15. Do you have any suggestions for Program activities during the summer?

NAME: _____

FINAL QUESTIONNAIRE

THE JOINT HAMPTON-MICHIGAN PROGRAM

Dear Participant:

In order to evaluate the effectiveness and impact of our program, we need some additional information from you. To date, your informal comments and logs have been very helpful. However, there are some specific questions we still need answered. We would appreciate it if you would take a few minutes to reflect on each question listed below and then write your response in the space provided. If you need additional space for any of your answers, please use the back of the page.

Thank you for your help and cooperation.

1. Have you made contact with anyone through this project who may be helpful to you in the future concerning your career goals and/or research endeavors? Please explain.

2. Were there people other than project participants who became involved in your research project? Please explain.

3. As a project participant have you had the opportunity to have input into your team's project activities?

4. What were the major barriers you encountered in conducting your research project? How were these difficulties solved?

5. How would you describe the role you played within your team?

6. Did your research activities for this project fit into your regular schedule or did you find it necessary to make time for these activities? Please explain.

If you had difficulty finding time for project activities, what could have been done to alleviate this problem.

7. Do you feel you have acquired any new skills as a result of your participation in the Project? If so, what?

8. Do you feel you have increased your research activities as a result of the project? Explain.

9. Have you been able to use your research time more effectively than you did before the project began? If so, how?

10. Outside of the project, were there any policies or actions taken by your institution to help eliminate barriers which hinder the research activities of minorities and women?